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Date: 21st February 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 **Monday, 27th February, 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

AGENDA

	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 Special Education for Life Scrutiny Committee Meeting held on the 15th December 2016.	1 - 4
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4	Education for Life Scrutiny Committee Meeting held on the 10th January 2017.	5 - 14
5	Consideration of any matter referred to this Committee in accordance with the call-in procedure.	
6	To receive a verbal report by the Cabinet Member(s).	
7	Education for Life Scrutiny Committee Forward Work Programme.	15 - 28
8	To receive and consider the following Cabinet Report*: - Newbridge School Specialist Resource Base.	
<p><i>*If a member of the Scrutiny Committee wishes for the above Cabinet report to be brought forward for review at the meeting please contact Amy Dredge, 01443 863100, by 10.00 a.m. on Friday, 24th February 2017.</i></p>		
To receive and consider the following Scrutiny reports: -		
9	Education Capital 2017-18.	29 - 34
10	Key Stage 4 / Key Stage 5 Performance 2016.	35 - 46
11	Consultation - Proposed Admission Arrangements 2018/2019.	47 - 62
12	Consultation - Proposal to Establish a Rhymney 3-18 School.	63 - 78

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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SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE

**MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON THURSDAY, 15TH DECEMBER 2016 AT 5.30PM.**

PRESENT:

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

Councillors:

P.J. Bevan, H.R. Davies, M.P. James, Mrs. P. Marsden, D.W.R. Preece, D. Rees, J.E. Roberts, R. Saralis, Mrs M.E. Sargent, J. Simmonds.

Together with:

K. Cole (Chief Education Officer), N. Scammell (Acting Director of Corporate Services and S151 Officer), S. Richards (Principal Finance Officer), S. Ead (Solicitor), A. Dredge (Committee Services Officer).

Also Present:

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr M. Barry and Mr R. Morgan (Parent Governors), Mr. M. Western (Cardiff Archdiocesan Commission for Education Representative).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors J. Bevan, C. Gordon, G. Johnston, Mrs G.D. Oliver and Mrs P.J. Ireland and Mrs J. Havard (NUT).

2. DECLARATIONS OF INTEREST

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

3. DRAFT BUDGET PROPOSALS FOR 2017/18

The Acting Director of Corporate Services and S151 Officer introduced the report that provided Members with the draft budget proposals for the 2017/18 financial year that had been presented to Cabinet on the 30th November 2016. As part of the consultation process on the draft budget proposals the Scrutiny Committee was asked to consider and comment upon the content of the report prior to a final decision being made in February

2017. Members noted the headline issues in the Welsh Government Provisional 2017/18 Local Government Financial Settlement (that was published on 19th October 2016) and details of the draft budget proposals for 2017/18 were set out. The report detailed Whole Authority Cost Pressures (£2.745m), Inescapable Service Pressures (£6.186m), and the Reduction in Welsh Government Funding (£0.608m). Additionally, the report outlined draft savings proposals for 2017/18 (£8.653m) and a proposed Council Tax Uplift of 1% (£0.886) which will ensure that a balanced budget is deliverable for 2017/18.

The report outlined the pressures placed on service areas, with significant pressure on Social Services for essential payments in relation to the National Living Wage that had an impact on supplier's contract prices to Caerphilly County Borough Council and the ever-increasing demand for services in both Adult and Children's Services. As a result, the report proposed that £3.5m be allocated in the 2017/18 budget to meet ongoing financial pressures within Social Services. It was explained that cost pressures for schools are excluded as these will be funded through a proposed increase of 1.25% that will fund pay and non-pay inflationary increases and will also fund the majority of the cost of the impact of the Apprenticeship Levy in relation to Schools. Members were advised that although the Levy will be introduced by the UK Government from April 2017 and will be applicable in Wales, it is currently unknown how this will operate in Wales and how funding will be made available in Wales.

The Scrutiny Committee were informed that although the provisional 2017/18 financial settlement is much better than originally anticipated, the emerging cost pressures identified have resulted in a net savings requirement of £8.653m. Included in the proposals are £3.037m of savings identified for 2017/18 that do not have a direct impact on service users or the public. A saving of £3.5m has also been proposed through undertaking a review of the Authority's Minimum Revenue Provision Policy, which was recently reported to the Policy and Resources Scrutiny Committee. A Members' Seminar has been scheduled for 12th January 2017, which will allow Members to be fully briefed on the proposed changes, ahead of the proposals being presented to Cabinet and thereafter Council for consideration.

During the course of the ensuing debate, a Member queried the matter of bowling green rationalisation (agreed by Cabinet in March 2016). Officers confirmed that a consultation was undertaken as part of the process and details of the approved changes were set out. Another Member queried the figure set aside for Welsh Language Standards and was advised that significant financial pressures are being experienced in this area due to the new Welsh Language Standards and the Local Authority must comply with the legislation or the Council could receive significant fines from the Welsh Language Commissioner.

Clarification was sought in relation to the 'nil impact' vacancy management savings detailed in the report, with Members expressing concerns in relation to the impact that staffing reductions and subsequent service pressures could have on individuals. Officers outlined the context of these proposals and confirmed they were not aware of any compulsory redundancies as a result of savings and enquiries would be made following the meeting and the information distributed. A Member requested statistics of stress related sickness levels of staff within schools and was assured that the Council is committed to promoting employee wellbeing and reducing work-related stress as much as possible. These figures would also be provided following the meeting. Officers also explained that appropriate consultation with staff and trade unions will be undertaken prior to any restructuring arrangements being implemented.

Following consideration and discussion and subject to there being no compulsory redundancies, it was moved and seconded that the recommendations in paragraph 10 of the report be supported. Paragraph 10.1. and 10.2. was supported by the majority present with 1 abstention and paragraph 10.1.3. was unanimously agreed.

RESOLVED that subject to the foregoing, the Education for Life Scrutiny Committee supported:

- (i) subject to there being no compulsory redundancies, the draft 2017/18 budget proposals including the proposed savings totalling £8.653m be endorsed;
- (ii) subject to there being no compulsory redundancies, the proposal to increase Council Tax by 1% for the 2017/18 financial year to ensure that a balanced budget is achieved (Council Tax Band D being set at £1,011.96) be supported;
- (iii) the draft budget proposals be subject to consultation prior to final 2017/18 budget proposals being presented to Cabinet and Council in February 2017.

The meeting closed at 6.30pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 27th February 2017. they were signed by the Chair.

CHAIR

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EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 10TH JANUARY 2017 AT 5.30PM.

PRESENT:

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

Councillors:

J. Bevan, P.J. Bevan, H.R. Davies, C. Gordon, M.P. James, G. Johnston, P. Marsden, Mrs G.D. Oliver, J.E. Roberts, J. Simmonds.

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director, Education), J. Garland (Service Manager - Social Inclusion), M. Thomas and J. Watkins (Head Teacher and Deputy Head Teacher, Hengoed Primary School), P. O'Neil (Senior Youth Service Manager), S. Mutch (Early Years Manager), E. Sullivan (Scrutiny Officer), B. Davies (Solicitor), A. Dredge (Committee Services Officer).

Also Present:

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

1. WELCOME

The Chair welcomed Karen Newby Jones (ESTYN) and Kate Murray (Welsh Government) to observe the Scrutiny Committee meeting and Mrs Thomas and Mrs Watkins from Hengoed Primary School who would deliver a presentation in relation to Attendance and Exclusions.

2. RETIREMENT – BLEDDYN HOPKINS

The Chair advised that this was the last meeting of the Education for Life Scrutiny Committee that Bleddyn Hopkins (Assistant Director, Education) would be attending due to him retiring. He expressed his personal appreciation for the advice, support and guidance he had received from Mr Hopkins during his career as Head Teacher in the former Mid Glamorgan and Caerphilly Local Authorities and more recently as Chair of the Scrutiny Committee. Members paid tribute to the manner in which he has carried out his duties and referred to the high esteem in which he was held by Members and Officers alike and wished him every success and happiness for the future.

3. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors: D.W.R. Preece, D. Rees, R. Saralis and Mrs M.E. Sargent.

4. DECLARATIONS OF INTEREST

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

5. MINUTES – 8TH NOVEMBER 2016

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on Tuesday the 8th November 2016 (minute nos 1 – 13) be approved as a correct record and signed by the Chair.

6. 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.

7. REPORT OF THE CABINET MEMBER

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning) informed the Committee that First Minister Carwyn Jones was invited to ‘cut the first sod’ at a special groundbreaking ceremony on the site of the new state of the art replacement school for Abertyswg and Pontllytyn Primary Schools on 15th December 2016. The £8 million development has been jointly funded by Caerphilly County Borough Council and Welsh Government, through its 21st Century Schools and Education Programme. This will provide pupils with a modern facility which is expected to open in January 2018. The Contractor, Willmott Dixon has commenced work at the site, which is located adjacent to Rhymney Comprehensive School near Abertyswg.

The Committee were advised that the formal 6 week consultation process which proposes to establish a Rhymney 3-18 all through school commenced on 3rd January 2017. A series of meetings will take place later this month and the Scrutiny Committee will consider the outcome of the consultation process at its next meeting in February.

Flying Start has successfully achieved an additional £128,000 for upgrading existing buildings this financial year, to ensure they are maintained in good condition and are welcoming community buildings for families. This will allow some identified community buildings and family centres to be redecorated, as well as carrying out health and safety maintenance works to ensure they are ready for continuing delivery for the next ten years.

The Cabinet Member provided an overview of attendance statistics in relation to Primary and Secondary Schools for 2014/15 and 2015/16 and comparisons were made with other Local Authorities across Wales.

Councillor Havard was pleased to advise the Committee that the Progress Scheme, which will be launched by the Children’s Commissioner, Professor Sally Holland, will provide work experience within Caerphilly County Borough Council. This is part of the National Traineeship Programme which is funded by ESF money and backed by Welsh Government. A wide variety of placements will be offered to young people, aged 16 to 18 across a range of Council

Departments. In addition to this, the young people will also undertake a Level 1 qualification with the provider which will be ACT or ITEC. Those attending will receive a weekly allowance of between £35 and £50 plus travel expenses. At the end of the placement, the Council will endeavour to provide an apprenticeship or employment although where this is not possible, ongoing support will be provided via the provider and or a Youth Mentor from the Communities First Employment Team.

The Education Department are working closely with colleagues from Social Services to identify care leavers who it is deemed will benefit from the support and progression that will be offered. In addition any remaining places will be offered to NEET (Not in Education, Employment, or Training) young people whose lives might be affected by a wide variety of issues. On 2nd February, the launch of the scheme will involve addresses from Gareth Jenkins (Assistant Director, Children's Services), Janine Edwards (Service Manager CCBC 16 Plus Team), Councillor Keith Reynolds (Leader of the Council) and Professor Holland. There will also be a presentation of certificates for the first official trainees. Scrutiny Members were invited to attend the launch.

A member requested if consideration could be given to providing a resource base at the north of the borough. Officers confirmed they are currently reviewing the Behaviour Strategy in terms of children with complex needs and consideration is being given to the provision across the borough.

The Chair thanked the Cabinet Member for his informative report.

8. 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.

9. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Scrutiny Officer presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from January to July 2017. Members were asked to consider the work programme and make any amendments or propose any additional items to be included for future meetings.

Following consideration and discussion, it was moved and seconded that a report on the Families First Programme be added to the meeting scheduled for the 4th April 2017 and the Cabinet Report on the Newbridge School Specialist Resource Base be brought to Scrutiny for consideration at a future meeting. By a show of hands this was unanimously agreed.

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

- (i) a report on the Families First Programme be added to the meeting scheduled for the 4th April 2017;
- (ii) the Cabinet Report on the Newbridge School Specialist Resource Base be brought to the Scrutiny Committee at a future meeting date.

10. 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.

11. IMPROVING SCHOOL ATTENDANCE AND REDUCING EXCLUSIONS

The Head Teacher and Deputy Head Teacher of Hengoed Primary School delivered a presentation in relation to an Attendance Case Study undertaken at their School. The context of the school was set out and the Head Teacher advised that the school took a robust look at attendance levels based on an ESTYN Report received in December 2014 that stated attendance levels at the school were adequate. The catchment that serves the school is a Communities First Area and pupils come to school with a wide range of academic and social attainment. It was explained that in 2015-16, 32% of pupils claimed their entitlement to free school meals, which is well above the Local Authority (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%).

The Scrutiny Committee were advised of the actions taken to improve attendance levels, including using the Pupil Deprivation Grant to release the Deputy Head Teacher to take on a part time role as a Family Liaison Officer. Raising the profile of attendance through a variety of actions was set out, including:

- Prominent attendance display (foyer and in 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 the Education Welfare Service and regularly held meetings with the Deputy Head Teacher and Parents where necessary. (EWOs visit the school on a regular basis to work with pupils discussing the importance of good attendance.) Pupils' thoughts and suggestions are updated and added to the display.
- Reviewed School Attendance Policy that informs all parents of required procedures.
- Termly 100% attendance trips.

An overview was provided in terms of how individual pupil targets were set and how the previous issue of reduced Monday and Friday attendance had been analysed. The specific teaching and learning actions implemented by the school were set out and Members were advised that this method has been shared with cluster schools across the borough.

In concluding, the Head Teacher confirmed that the Estyn inspectors report that indicates strong progress has been made to address a previous recommendation concerning pupil attendance and she stated that Hengoed Primary School will continue to strive to improve pupil attendance and achieve the challenging targets set.

The Chair personally thanked both the Head Teacher and Deputy Head Teacher for their presentation and congratulated the school on their achievements. This was supported by the Scrutiny Committee.

Clarification was sought as to whether fixed penalty notices have been issued to parents where attendance levels are low and the Head Teacher confirmed that one had been issued at the school that saw a dramatic impact on the child and their attainment. However, the school would prefer to use the Family Liaison Officer to work with the family in these circumstances.

The Service Manager for Social Inclusion delivered a presentation and report in relation to attendance and exclusions. She confirmed that the Local Authority 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. These are urgent priorities within the Directorate and have continued to be a focus in all key plans. Officers work in

consultation with the EAS to monitor attendance and exclusions on a monthly basis and contact schools to clarify any issues identified.

The Committee were advised that attendance levels have improved in both primary and secondary schools from 2014/15 to 2015/16, details of which were set out in the report. In terms of national data, 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 and Caerphilly was ranked joint 19th in comparison with 22nd in 2014/15.

Members noted there have been no permanent exclusions issued in primary schools for 5 consecutive years. The number of permanent exclusions issued in secondary schools has increased from 8 in 2014/15 to 14 in 2015/16, details of which were summarized in the report. There is a strong correlation between exclusions and gender as more exclusions are issued to boys than girls. There is also a correlation between exclusions in primary schools and FSM entitlement and there are less exclusions issued to children who are in Local Authority Care and those who have Statements of SEN compared with those who are not in these vulnerable groups.

In terms of de-escalation and behaviour management, it was explained that the Local Authority promotes Team Teach as an effective model. There has been a downward trend in the number of incidents of physical intervention in schools and specialist resource bases since 2011/12 and there are robust monitoring arrangements in place with regard to the scrutiny of the physical intervention forms. In this respect, the Local Authority exercises its duty of care in relation to pupils and staff members.

In concluding, the Service Manager advised that 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.

With regard to attendance rates, a Member queried if improvements are sustainable in going forward. The Service Manager confirmed that effective changes have been made including having monthly targets for the schools as opposed to having only annual targets. This has proved a more rigorous approach in relation to target setting. In terms of moving forward, a Rapid Response Team will be developed (through existing staff) to work with schools and families, it is hoped that this will allow schools some 'breathing space' and facilitate effective planning. The Education Psychology Team are now fully staffed with experienced and enthusiastic staff that will assist the service.

Having fully considered the report, the Committee thanked the Officer and noted the contents.

12. JUNIOR AND YOUTH FORUM PRIORITIES 2017

The Senior Youth Service Manager presented the report that informed Members of issues raised by Children and Young People via the Youth Service's Junior and Youth Forums. He confirmed that although the young representatives were not in attendance at the meeting they would present their report to Cabinet at a later date. He advised that following the Youth Forum Conference in October 2016 and the Junior Forum meeting in November 2016, Children and Young People have identified issues important to them and have voted on a Priority Issue for 2017. The process that follows the identification of issues was set out in paragraph 2.2. of the report.

The Junior and Youth Forums 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.

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. Each of which link in with the 7 Wellbeing Goals as set out in the Wellbeing of Future Generations Act as they are being presented by the Children and Young People in the County Borough. The issues voted on following both Conferences were:

- Improvements to Public Transport
- Car Safety
- More awareness of what Social Services do for children
- Mental Health - Awareness of Mental Health needs to be improved and stereotypes should be challenged
- First Aid Education
- Adventurous Outdoor Play
- More rewards for children who are trying hard to learn
- More lights on cycle paths and walkways
- More awareness of Caerphilly tourist attractions.
- Provide free transport and improve public transport links to the tourist attractions.
- Awareness of local wildlife and the harm grass fire cause to natural habitats

Members noted that the top priority as was raised 12 months ago is raising awareness in relation to Mental Health issues and what services are available to help young people. It was explained that this is an ongoing issue and that CAMHS (Child and Adult Mental Health Services), is at full capacity in terms of services available. The Local Authority with Education Psychologists may need to consider looking at other approaches and developing innovative actions. A Member queried the priority *'Improvements to public transport'* and how this links in with *'A prosperous Wales'* Wellbeing Goal. The Committee were informed there is strong recognition from young people relating to accessing the County Borough and public transport where user friendliness and frequency has also been discussed. The Forum will need to engage with officers to obtain expert guidance on how this issue can be moved forward.

The Chair thanked the Officer for his informative report and for responding to questions raised during the course of the ensuing debate.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. This was agreed by the majority present.

RESOLVED that for the reasons contained in the Officer's report:

- (i) the Junior and Youth Forum issues be presented to Cabinet;
- (ii) the proposal of the Youth Forum in addressing their Priority Issue – 'Awareness of mental health needs to be improved and stereotypes should be challenged', be supported;
- (iii) the proposal of the Junior Forum in addressing their Priority Issue – 'More awareness of local wildlife and the harm grass fires cause to natural habitats', be supported.

13. WELSH IN EDUCATION STRATEGIC PLAN 2017-2020

The Early Years Manager presented the report that sought the views on the draft Caerphilly Welsh in Education Strategic Plan (WESP) 2017-20 prior to its submission to Welsh Government for Ministerial recommendations and its presentation to Cabinet for approval to publish by 1st June 2017.

The WESP was developed locally but with a collaborative strategic approach through the Education Achievement Service, allowing for local authority development and accountability.

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.

Members were advised that a Statutory Consultation was undertaken between 21st October and 13th December 2016 and responses were taken into account when finalising the plan, details of which were appended to the report. This WESP is aspirational and 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 that complies with the Welsh Language (Wales) Measure 2011. The objectives that are hoped to be achieved by 2020 are set out in paragraph 4.5. of the report. Within the action plan there are targets to continuously improve standards, under the 7 outcomes as identified in the Welsh Government Guidance.

It was explained the Team will work strategically together as a region with South East Wales Education Achievement Service. This will 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. It will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education. It is anticipated that an announcement from Welsh Government will be received by the summer in terms of funding.

The Chair thanked the Officer for presenting the report and responding to questions raised during the course of the ensuing 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 content of the Draft Welsh in Education Strategic Plan be noted and presented to Cabinet seeking approval to publish the final WESP following Ministerial recommendations.

14. FLYING START PROGRAMME

The Early Years Manager presented the report that captures the impact of the Flying Start Programme over the last 4 years and submits a plan for the standstill Programme delivery moving forward from 2017 onwards.

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 from 10 areas to 26 Lower Super Output Areas (LSOA's) 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 LSOA's and some of the 20% most disadvantaged. These are based in 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 4th birthday although these children are not counted in any returns to Welsh Government. Details of what the Flying Start Programme delivers are set out in paragraph 2.1. of the report.

Members were advised 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. Analysis shows that there are a higher number of children in Flying Start areas that 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. 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. Parental feedback is gained through questionnaires and more recently through parent comments and reviews on Facebook, which is primarily regarding their childcare experience, which are very positive.

Members expressed their concerns in relation to Welsh Government funding that is committed up until 2018 and the fact the Plan referred to runs from 2017 – 2021. The Early Years Manager confirmed that Welsh Government is currently undertaking research in the different aspects of Childcare. While Flying Start are awaiting confirmation of budgets for 2017/18, a standstill budget is anticipated which means the Programme is under pressure to continue to maintain delivery at a budget per child as was set in 2006/7. This will mean 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.

In terms of raising awareness of the services the Flying Start Programme offers, a member requested an advertisement be placed in the Council's newspaper 'Newline', that could also include 'good news stories'.

The Chair thanked the Early Years Manager for presenting the report and responding to questions raised during the course of the ensuing 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 contents of the 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 as appended to the report, be noted.

The meeting closed at 8.15pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on Monday 27th February 2017 they were signed by the Chair.

CHAIR

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 27TH FEBRUARY 2017

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

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

1. PURPOSE OF REPORT

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

2. SUMMARY

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

3. LINKS TO STRATEGY

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation. The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 10th January 2017.

The work programme outlines the reports planned for the period February 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 Forward Work Programme is attached at Appendix 2.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the well-being goals as set out in links to strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in that by ensuring the scrutiny function is effective when reviewing services and policies and ensure it considers the wellbeing goals.

6. EQUALITIES IMPLICATIONS

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

7. FINANCIAL IMPLICATIONS

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

8. PERSONNEL IMPLICATIONS

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

9. CONSULTATIONS

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

10. RECOMMENDATIONS

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

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To improve the operation of scrutiny.

12. STATUTORY POWER

- 12.1 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
Dave Street, Corporate Director Social Services

Appendices:

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

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Appendix 1

Meeting Date: 27 February 2017			
Subject	Purpose	Key Issues	Witnesses
Education Capital - (P1)	Consider recommendations for the allocation of resources for the 2017/18 financial year. To be considered by Cabinet.	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.

Special Meeting Date: 14th March 2017			
Subject	Purpose	Key Issues	Witnesses
School Categorisation – (P1)	To outline the rationale of School Categorisation and will give a confirmed analysis of the profile for January 2017.		
Newbridge School Specialist Resource Base	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.	To consider whether to proceed with the consultation to close the SRB.	
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.	
Families First	To receive an update on the Families First Programme.		

Education for Life Scrutiny Committee Forward Work Programme

Meeting Date: 4th April 2017 - CANCELLED			
Subject	Purpose	Key Issues	Witnesses

Meeting Date: 7 June 2017 – Performance Management			
Subject	Purpose	Key Issues	Witnesses
SIP Review and New Year Priorities & Improvement Objectives – (P2)	To review 2016/17 and agree 2017/18 main SIP themes/priorities.		
EAS Business Plan (Information P3)	To update Members on the progress within the EAS Business Plan.		

Education for Life Scrutiny Committee Forward Work Programme

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

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

(Key P1,2,3 – Priority 1,2 or 3)

Cabinet Forward Work Programme

Appendix 2

1ST MARCH 2017	Key Issues	Service Area
Corporate Plan (Well-Being Objectives) Cynllun Corfforaethol (Amcanion Llesiant)	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
Junior and Youth Forum Priorities 2017 Blaenoriaethau'r Fforwm Iau a'r Ieuenctid 2017	To inform Members of issues raised by Children & Young People via the Youth Service's Junior and Youth Forums.	Education
15TH MARCH 2017	Key Issues	Service Area
Rhymney 3-18 All Through School Rhymni 3 - 18 Ysgol Gydol Oed	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 Blaenraglen Waith y Cabinet	To seek Cabinet endorsement of the Forward Work Programme for the period April 2017 to June 2017.	Democratic Services
Payment for Annual Leave Tâl am Wyliau Blynnyddol	To consider payment for Annual Leave.	Human Resources
WHQS Re-profiling and Associated Capital Programme Rhaglen Gyfalaf Cysylltiedig ag Ail-broffilio SATC	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 Forward Work Programme

Appendix 2

Proposed Admission Arrangements Trefniadau Derbyn Arfaethedig	To consider proposed changes to the Councils admission arrangements for the 2018/19 academic year	Education
Education Capital Programme Rhaglen Gyfalaf Addysg	To consider the school bids and recommendations for the allocation of funds against the different component parts of the 2017-18 Education capital programme	Education
Invest to Save Bids	The report will present Cabinet with details of bids for repayable one-off funding from the Invest to Save Reserve that will result in on-going revenue budget savings.	S. Harris
Universal childcare pilot proposal Page 26	The Welsh Government manifesto launched a new childcare offer for working parents of 3 and 4 year olds in part time Foundation Phase education in 2016. The initial pilots planned for September 2017 have not reached sufficient numbers of children and so Caerphilly has been approached to join this initial pilot. This report will lay out the proposal, the planned target area and rationale as well as request approval to be part of this initial WG pilot.	S. Mutch/ K. Cole

29TH MARCH 2017	Key Issues	Service Area
Bryn Brithdir, Oakdale Business Park – Renewal of CCBC and WG Joint Venture Agreement Bryn Brithdir, Parc Busnes Oakdale– Adnewyddu Cytundeb Menter ar y Cyd CBSC a LIC	To seek approval for the terms of the Joint Venture agreement with WG in relation to allocation of rental income received by the Council for Units 1-4 Bryn Brithdir, Oakdale Business Park.	Communities
Unit 21 Lawn Industrial Estate, Rhymney – Lease Renewal to the Furniture Revival, GC Enterprises (Wales) Ltd Uned 21 Ystâd Ddiwydiannol	To seek approval for the terms of the a new lease arrangement at a peppercorn rent with The Furniture Revival	Communities

Cabinet Forward Work Programme

Appendix 2

Rhymni 3 - 18 Ysgol Gydol Oed		
EAS Business Plan	This report presents the South East Wales Education Achievement Service (EAS) Business Plan.	Education
Cynllun Busnes GCA		
Provisional Outturn for 2016/17.	The report will provide Cabinet with details of the provisional revenue budget outturn for the 2016/17 financial year prior to the annual audit by the Authority's External Auditors Grant Thornton.	Corporate Finance

CABINET AS TRUSTEES OF BLACKWOOD MINERS INSTITUTE

2ND AUGUST 2017	Key Issues	Service Area
Blackwood Miners' Institute Progress report and update on 2017/2018 Budget Adroddiad Datblygiad Sefydliad y Glowyr Coed Duon a Diweddariad Cyllid 2017/2018	To update Cabinet as Trustees on progress against the activity programme and work plan for Blackwood Miners Institute for the current year.	Economic Development

13TH DECEMBER 2017	Key Issues	Service Area
Council Tax Base	The report provides details of the Council Tax base for 2018/19 for tax setting purposes and the collection percentage to be applied.	Corporate Finance



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 27TH FEBRUARY 2017

SUBJECT: EDUCATION CAPITAL 2017/18

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To update Members on proposals for the 2017/18 Education Capital Programme which are planned to be considered by Cabinet on 15 March 2017.

2. SUMMARY

- 2.1 The report identifies proposals for the allocation of Education capital budgets for the 2017/18 financial year in the context of the 3 year capital programme 2016/17 – 2018/19.

3. LINKS TO STRATEGY

- 3.1 The report considers the use of capital resources within Education to ensure the Council's key strategies are best achieved.
- 3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.
- 3.3 The report maximises our contribution to the Well-being Goals of the Well-being of Future Generations Act (Wales) 2016, as listed below:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and.
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

- 4.1 Special Council, at its meeting on 24 February 2016, considered a medium term financial strategy 2016/17-2018/19. This included a 3 year forward capital programme for Education, as follows:

Scheme	2016/17 £'000	2017/18 £'000	2018/19 £'000
Accommodation Requirements	225	225	225
Asset Management Strategy	600	600	600
Health and Safety	300	300	300
School Security	100	100	100
School Boiler Replacement Programme	220	220	220
Total	1,445	1,445	1,445

- 4.2 The revenue/capital (50/50) budget is presently £329,000.
- 4.3 Scrutiny, at its meeting on 24 February 2015, were apprised of the budgetary pressures being faced in the context of electrical rewiring works (rolling programme).
- 4.4 A sum of £2m towards electrical rewiring works in schools was allocated from the agreed programme amount over the 3 year period 2014/15-2016/17, funded as follows:

Asset Management 300k p.a. = 900k
 Health & Safety 300k p.a. in 2015/16 + 2016/17 = 600k
 School Security and Boiler Replacement 250k p.a. in 2015/16 + 2016/17 = 500k.

- 4.5 These works are progressing well.
- 4.6 The detailed proposals for 2017/18 are outlined below.

Additional Accommodation £225,000

- 4.7 As in recent years, the annual capital allocation equates to circa 1 additional classroom per annum. Trinity Fields School was identified for priority in 2016/17.
- 4.8 There are continuing increasing pressures upon placement and as a consequence it is recommended to also allocate the 2017/18 budget to Trinity Fields for a 2nd additional classroom.
- 4.9 Requests are also received from other LA's for placements. Whilst the LA can refuse, placements can be directed by Tribunals and can according to law name a placement in any maintained school.
- 4.10 In addition 3 schemes are proposed from combination of 2015/16 accumulated brought forward sum (£50,000) and from section 106 funds already received, namely :
- Tynywern Primary – adaptations to large classroom space to create increased pupil spaces and make more fit for purpose £36,750 s106.
 - YG Trelyn (additional bay to demountable classroom) £25,000 plus £15,390 s106, and
 - Ysgol Penalltau – internal adaptations to increase pupil capacity by increasing admission number from 30 to 34 £25,000.
- 4.11 A further s106 sum of £41,650 has been received re Aberbargoed Primary. It is proposed to use this sum to undertake preliminary works for an additional classroom from 2018/19 accommodation budget as the school is projected to exceed capacity from principally in catchment pupils by that date.

Asset Management £600,000

- 4.12 Priority has been given to schools with highest priority works and those with the highest 25 year maintenance liabilities.
- 4.13 The recommended schemes are as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
Primary		
Ty Sign Primary	Curtain walling (continuation of previous phases)	110
Secondary		
Bedwas Comprehensive	Roofing	60
Heolddu Comprehensive	Roofing	100
Lewis Girls	Heating system upgrades	80
St Cenydd Comprehensive	Upgrade of demountable classroom building	50
St Martins Comprehensive	Roofing replacement (main building).	170ø

∅ The allocation has been reduced from £200,000 to fund urgent gas leak works at the school which were funded in 2016/17.

Health & Safety £300,000

4.14 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
50/50 Schemes		
Aberbargoed Primary	Toilet upgrades	25
Cwmaber Junior	Toilet upgrades	12
Cwmcarn Primary	Toilet upgrades	20
Heolddu Comprehensive	Toilet upgrades and adaptations	78
Lewis Girls Comprehensive	Toilet upgrades	30
Libanus Primary	Toilet upgrades	40
Nant y Parc Primary	Toilet upgrades (early years)	15
Newbridge School	Toilet upgrades	50
Pantside Primary	Fire detection system, fire doors and water damage	20
Risca Community Comp.	Toilet upgrades (girls)	60
Twyn Primary	Electrical upgrades	20
Ty Sign Primary	Removal of water tanks	16
YG Y Castell	Toilet upgrades	36
100% LA funded		
Upper Rhymney Primary	Off site car parking provision	60
Secondary Schools (various)	Science laboratories – enhanced ventilation – phase 1 of 2	30

Figures shown are the gross scheme costs.

School Security £100,000

4.15 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
50/50 Schemes		
Blackwood Comprehensive	New upgraded CCTV system	33 *
Cefn Fforest Primary	Intruder alarm upgrades	12 *
Deri Primary	Site security improvements	12 *
Glyngaer Primary	Site security improvements	12 *
Newbridge School	Security fencing	30 *
St Cenydd Comprehensive	Perimeter fencing	30 *
St Cenydd Comprehensive	New upgraded CCTV system	30 *
St James Primary	Security fencing	20 *
The Learning Centre	New upgraded CCTV system	15 *
Twyn Primary	Resurfacing upgrades and security fencing	12 *

Figures shown are the gross scheme costs.

Schemes marked with * are ones based on $\frac{1}{3}$ funding to include a $\frac{1}{3}$ Risk Management contribution.

School Boiler Replacements £220,000

- 4.16 The budget has been reduced to £155,000 in view of urgent works undertaken in 2016/17 on a replacement boiler at Graig Y Rhacca Primary (£25,000) and increased costs associated with Libanus Primary/Hendredenny Primary/Ynysddu Primary (£40,000).
- 4.17 There are 3 priority schemes identified from the remaining budget as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
Machen Primary	Replacement boiler and controls.	50
Pengam Primary	Replacement boiler and controls.	55
Tynywern Primary	Replacement boiler and controls.	50

Revenue/Capital £329,000

- 4.18 It is proposed to utilise these monies to support schemes funded 50/50 with schools, as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Amount £'000</u>
<u>PRIMARY</u>		
Aberbargoed Primary	Roofing upgrades	30
Bedwas Junior	Retaining wall	12
Blackwood Primary	Adaptations to main entrance	30
Bryn Primary	Suspended flooring	20
Cefn Fforest Primary	Safety surface and outdoor play (new SRB)	25 *
Derwendeg Primary	Upgrade soffits and guttering	32
Glyngaer Primary	Heating system improvements	15
Graig Y Rhacca Primary	Resurfacing upgrades	12 *
Graig Y Rhacca Primary	Early years outdoor learning area	12
Machen Primary	Resurfacing upgrades	12 *
Newbridge School	Resurfacing upgrades	15 *
Nant y Parc Primary	Replacement of school hall flooring	12
Park Primary	Windows and doors upgrades	15
Pengam Primary	Replacement lighting and ceiling tiles.	19
Plasfelin Primary	Classroom extension (to supplement £72,830 s 106 monies)	20
Pontllanfraith Primary	Replacement windows and doors	30
Rhiw Syr Dafydd Primary	Replacement windows and doors (Infant building)	45
Rhymney Comprehensive	Replacement roofing, fascias and soffits (3 rd and final phase)	140
St Cenydd Comprehensive	Replacement cladding, windows and doors	45
St Gwladys Bargoed School	Replacement soffits, guttering and downpipes	20
Trinant Primary	Replacement ceiling tiles and lighting upgrades	40
Trinity Fields	Play surface upgrades	20 *
Trinity Fields	Canopy – rebound area	35
Trinity Fields	Sensory courtyard area - upgrades	60
Trinity Fields	Additional storage areas	20
Twyn Primary	Window upgrades	20
Waunfawr Primary	Replacement windows and doors	20
YG Cwm Derwen	Replacement boiler (canteen building)	50 +

Figures shown are the gross scheme costs.

Schemes marked with * are ones based on 1/3 funding to include a 1/3 Risk Management contribution.

+ Based upon a 50/50 contribution with Caerphilly catering service.

- 4.19 The proposals in their entirety would commit virtually all of the available budget before the commencement of the financial year. To provide for in year requests for funding it is recommended to fund £100,000 from LMS contingency to supplement this 50/50 budget.

5. EQUALITIES IMPLICATIONS

- 5.1 Many of the initiatives contained within the Education capital budget seek to address equality issues.
- 5.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 5.3 The specific proposals for 2017/18, where relevant, comply with the strategy.

6. WELL-BEING OF FUTURE GENERATIONS

- 6.1 The report contributes to the 5 ways of working in the context of a long term strategy and vision, preventing problems occurring or getting worse (improving the asset environment) and collaborating to meet the objectives (including jointly funded contributions from Education, risk management and schools).
- 6.2 This report contributes to the Well-being Goals and in particular in the context of :
- Corporate planning,
 - Risk management,
 - Financial planning, and
 - Asset management.

7. FINANCIAL IMPLICATIONS

- 7.1 These have been outlined in the report, including use of £100,000 LMS contingency to supplement the budget.
- 7.2 The report sets out the present proposals for the 2017/18 financial year.

8. PERSONNEL IMPLICATIONS

- 8.1 No direct personnel implications.

9. CONSULTATIONS

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

10. RECOMMENDATIONS

- 10.1 Members are requested to note proposals to utilise the Education capital budget for 2017/18 as outlined in the report which will be reported to Cabinet, at its meeting on 15 March 2017.

10.2 Members are asked to support the proposal to supplement the 50/50 budget with a £100,000 contribution from the LMS contingency to support in-year bids.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To apprise Members of proposals for the Education capital budget for 2017/18.

12. STATUTORY POWER

12.1 The School Standards and Framework Act 1998.
The Learning and Skills Act 2000.
Equality Act 2010.

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E-mail: hopkib@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive
Nicole Scammell, Acting Director of Corporate Services & S151 Officer
Christina Harray, Corporate Director Communities
Dave Street, Corporate Director – Social Services
Keri Cole, Chief Education Officer
Stephen R. Harris, Interim Head of Corporate Finance
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Gail Williams, Interim Head of Legal Services & Monitoring Officer
Lynne Donovan, Head of People Management and Development
Jane Southcombe, Financial Services Manager
Sue Richards, Principal Finance Officer
Colin Jones, Head of Performance and Property Services
Mark Williams, Manager, Building Consultancy Services
Andrew Young, Client Manager, Building Consultancy Services
Donna Jones, Health & Safety Manager
Marcia Lewis, Catering Services Contracts Manager (West)
Mike Lewis, Principal Accountant (Education Central)
Ros Roberts, Performance Manager
Headteachers of all schools identified within the report.

Background Papers:
17th Edition Electrical Works (Cabinet report 4 February 2015)
Capital bid pro-formas 2017/18
School Condition Surveys.



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 27TH FEBRUARY 2017

SUBJECT: KEY STAGE 4 / KEY STAGE 5 PERFORMANCE 2016

REPORT BY: ANDREW WILLIAMS, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

1.1 To inform Members of Caerphilly schools' 2016 key stage 4 and key stage 5 performance.

2. SUMMARY

2.1 This report presents members with the final published 2016 performance data for key stage 4 and 5.

3. LINKS TO STRATEGY

Education Achievement Services (EAS) Business Plan
Education Service Improvement Plan
Single Integrated Plan

3.1 The attainment results published in this report contribute towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales**
- *A more equal Wales**

This is because 'a prosperous Wales' is about developing a well educated and skilled population and 'a more equal Wales' is defined as a 'society that enables people to fulfil their full potential no matter what their background or circumstances, education attainment is a part of fulfilling that potential.

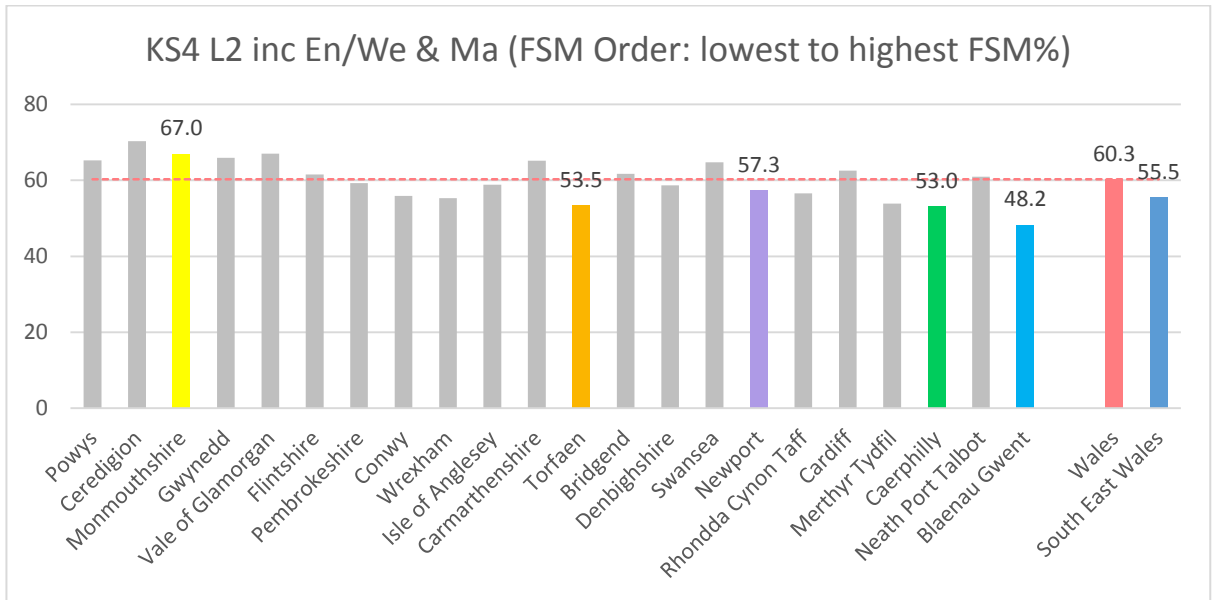
4. KEY STAGE 4

4.1 At Key Stage 4, the following key performance measures are used to evaluate and compare the full range of achievement within and across local authorities:

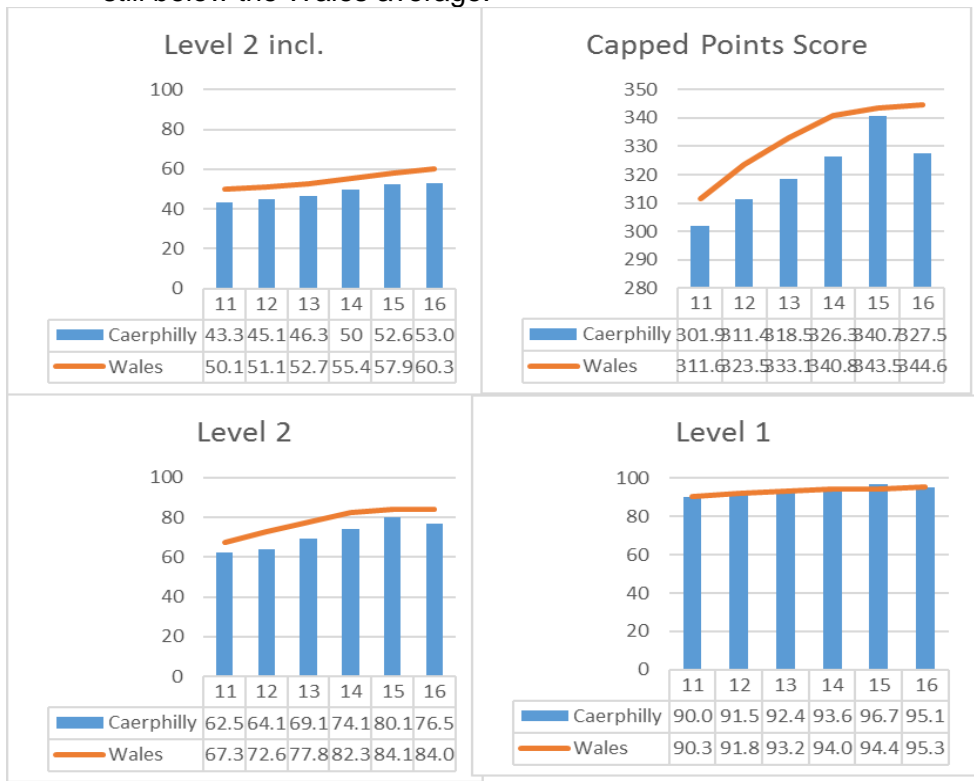
- Level 2 threshold including English or Welsh first language and mathematics (L2+)
- Level 2 threshold (L2)
- Level 1 threshold (L1)
- Core Subject Indicator (CSI)
- Capped Points Score (CPS)
- Level 2 qualification (equivalent to GCSE A*-C) in English or Welsh first language
- Level 2 qualification (equivalent to GCSE A*-C) in mathematics
- Level 2 qualification (equivalent to GCSE A*-C) in science

4.2 Of these, the Level 2 threshold including English/Welsh first language and mathematics and the capped point score are particularly important and WG publishes local authority benchmarks based on these each year.

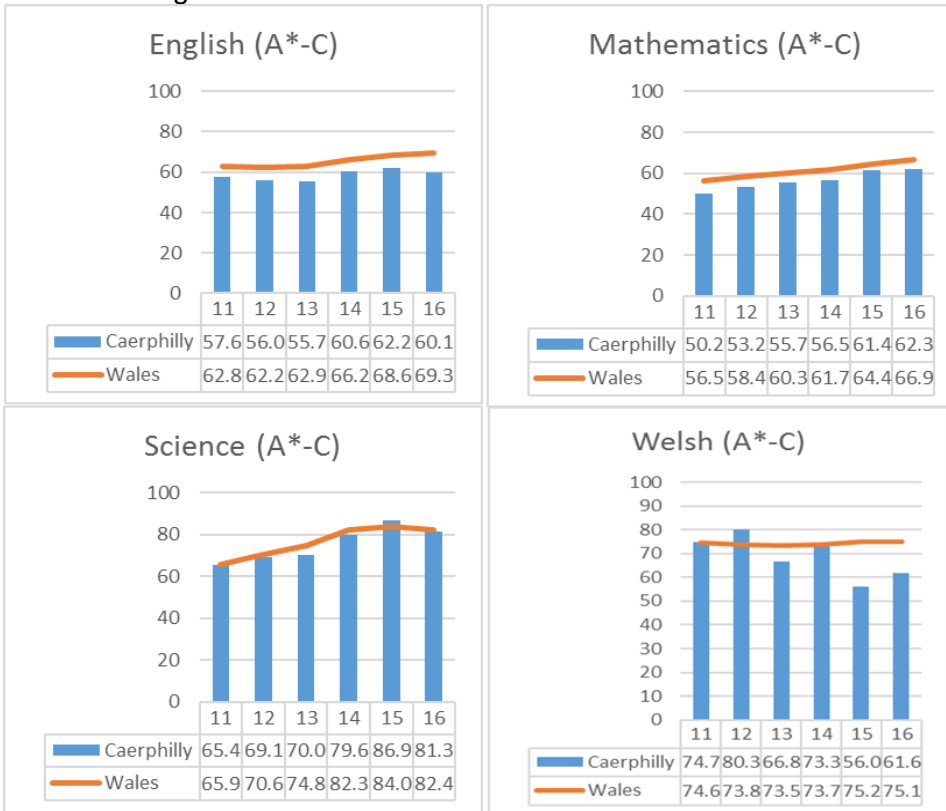
4.3 Final 2016 results indicate mixed performance, but there were increases in L2 inc threshold, Welsh 1st language and Mathematics. The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics has improved slightly from 52.6% in 2015 to 53.0% in 2016.



4.4 There were decreases at the L2 & L1 threshold, and capped points score. All indicators are still below the Wales average.

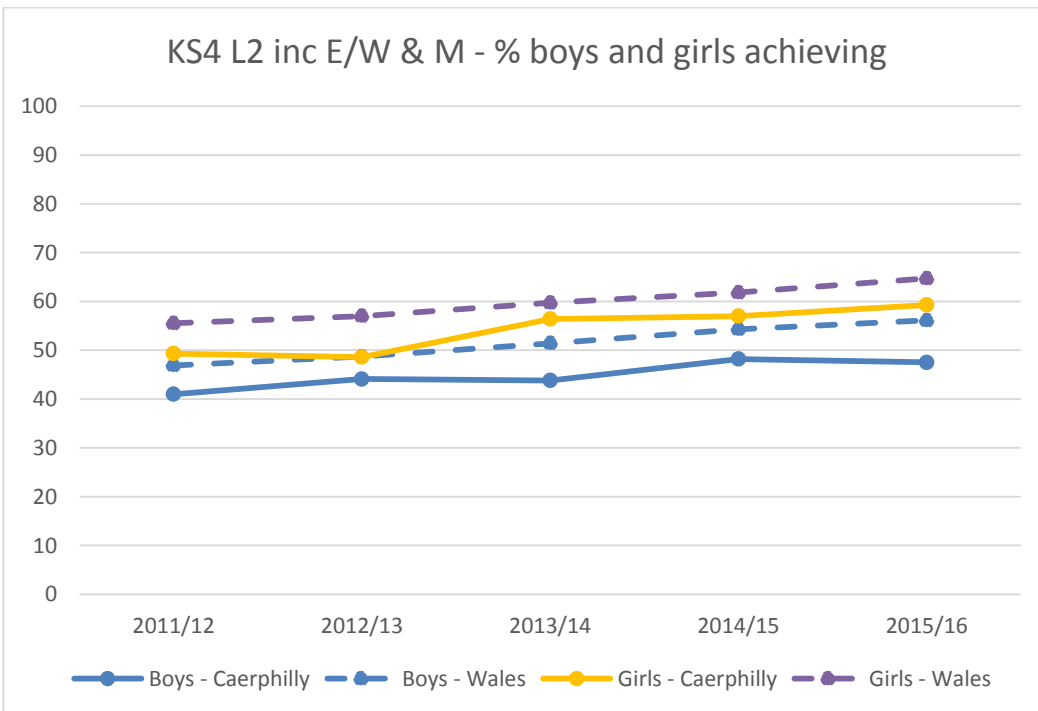


4.5 There were increases in Welsh and Mathematics, but all subjects remain below the national average. Science has decreased from 86.9 to 81.3 and that is a significant drop.



4.6 Gender Differences

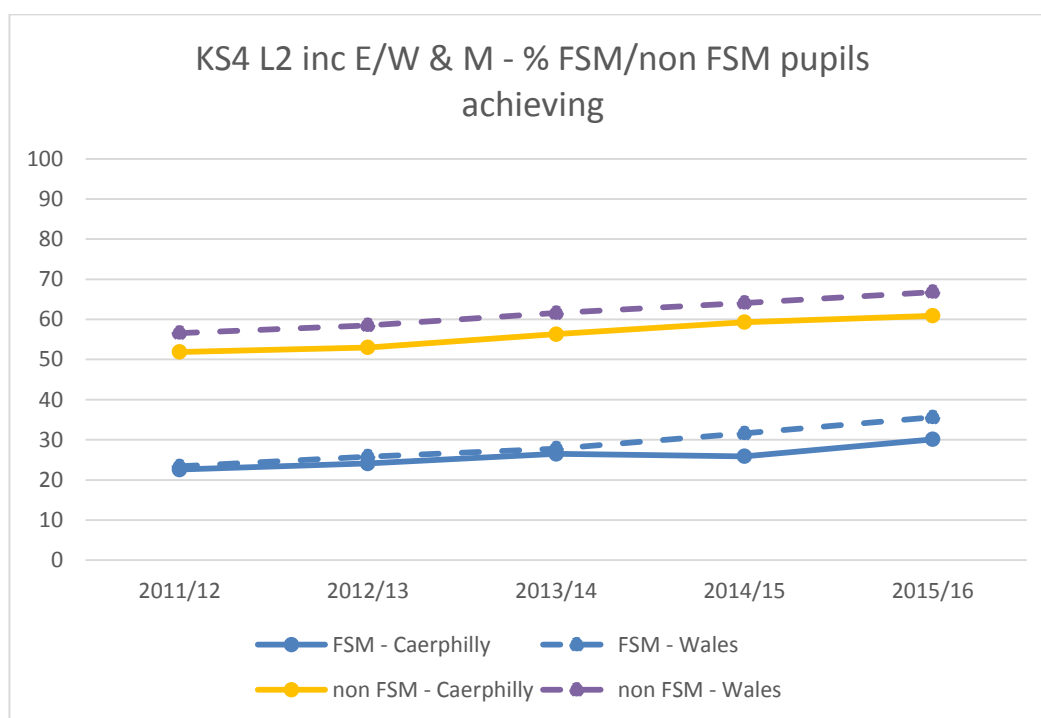
The gender gap in Caerphilly has fluctuated over the past 5 years, and for the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 11.8 percentage points, an increase from 8.8 percentage points in 2015, and remains above the Wales average of 8.6 percentage points. Whilst girls have improved performance at L2 inc, boys' performance declined from 2015. In all areas since 2015, girls have improved performance at a faster rate than boys, or in some indicators declined at a slower rate.



KS4 L2 inc E/W & M (% achieving)	2011/12	2012/13	2013/14	2014/15	2015/16
Boys - Caerphilly	41.0	44.1	43.8	48.2	47.5
Boys - Wales	46.9	48.7	51.4	54.3	56.1
Girls - Caerphilly	49.3	48.6	56.4	57.0	59.3
Girls - Wales	55.5	57.0	59.7	61.8	64.7
Difference (boys% - girls%) -Caerphilly	-8.3	-4.5	-12.6	-8.8	-11.8
Difference (boys% - girls%) - Wales	-8.6	-8.3	-8.3	-7.5	-8.6

4,7 Performance of eFSM / non-eFSM Pupils

The FSM/non FSM gap narrowed in 2016 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 33.4 points gap in 2015 to a 30.8 points gap in 2016, which is below the Wales average of 31.2 points. The gap is still wider than it was in 2012, 2013 & 2014. This gap has narrowed this year due to the acceleration of FSM pupil performance relative to non FSM pupil performance.



KS4 L2 inc E/W & M (% achieving)	2011/12	2012/13	2013/14	2014/15	2015/16
FSM - Caerphilly	22.6	24.1	26.5	25.9	30.1
FSM - Wales	23.4	25.8	27.8	31.6	35.6
non FSM - Caerphilly	51.9	53.0	56.3	59.3	60.9
non FSM - Wales	56.6	58.5	61.6	64.1	66.8
Difference (FSM% - non FSM%) - Caerphilly	-29.3	-28.9	-29.8	-33.4	-30.8
Difference (FSM% - non FSM%) - Wales	-33.2	-32.7	-33.8	-32.5	-31.2

School	% L2 E,W+M			% L2			% L1			% CSI			Capped Points		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Ysgol Gyfun Cwm Rhymni	68.4	53.5	62.0	90.2	88.6	69.7	97.4	99.1	96.2	67.5	52.6	59.4	370.1	366.6	330.7
Oakdale Comprehensive	58.7	57.4	58.2	86.2	90.2	89.3	91.7	99.2	97.5	58.7	55.7	47.5	319.0	351.2	336.7
Newbridge School	61.1	64.6	60.6	90.0	93.3	93.9	96.7	100.0	97.5	60.6	64.6	60.6	363.3	379.0	357.3
St Martin's School	50.3	52.3	64.2	58.0	73.6	92.0	93.9	92.5	99.3	42.5	50.0	60.6	309.0	330.1	370.5
Blackwood Comprehensive School	48.8	59.8	57.9	68.2	77.2	73.1	96.5	98.9	97.5	48.3	58.2	54.3	332.5	344.9	328.5
Cwmcarn High School	55.4	55.9	55.2	71.2	82.9	80.0	98.6	99.1	97.1	54.7	55.0	55.2	322.8	334.8	329.1
Lewis School Pengam	49.0	57.8	58.5	88.7	97.4	93.2	93.4	100.0	96.6	47.7	55.2	56.5	332.8	363.3	345.7
Bedwas High School	44.1	35.0	51.0	69.5	65.8	88.2	81.4	91.5	98.0	38.1	33.3	47.1	296.5	303.6	343.6
Lewis Girls' Comprehensive School	49.0	54.3	54.5	81.0	81.4	83.3	96.1	97.7	97.0	49.0	51.9	52.3	350.2	346.3	346.0
St Cenydd School	37.9	50.0	41.9	71.1	72.7	68.8	93.2	97.1	94.6	34.7	48.3	41.9	319.4	334.3	320.8
Risca Community Comprehensive	45.1	44.0	56.8	80.5	72.0	75.7	97.6	96.0	97.3	35.4	38.7	48.6	339.0	336.8	327.2
Pontllanfraith Comprehensive	47.1	49.6	42.6	53.8	70.8	76.2	80.8	86.7	93.1	47.1	46.9	42.6	270.9	304.8	317.7
Heolddu Comprehensive School	35.9	48.9	44.3	66.9	64.9	58.2	95.1	96.8	99.2	35.9	48.9	41.8	313.8	318.9	315.4
Rhymney Comprehensive School, Caerphilly	41.5	42.9	49.6	59.1	80.0	66.9	95.0	99.3	99.2	37.7	36.4	49.6	301.1	325.7	310.3
Wales	55.4	57.9	60.3	82.3	84.1	84.0	94.0	94.4	95.3	52.6	54.8	57.6	340.8	343.5	344.6

School	English (A*-C)			Welsh (A*-C)			Maths (A*-C)			% L2 Science		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Ysgol Gyfun Cwm Rhymni	75.2	61.8	62.8	73.3	56.0	61.6	73.5	58.8	72.2	94.4	96.5	65.4
Oakdale Comprehensive	62.4	62.3	63.1				72.5	69.7	72.1	91.7	93.4	80.3
Newbridge School	65.0	68.2	68.2				67.2	76.4	70.7	88.9	92.3	92.9
St Martin's School	59.1	63.8	70.1				57.5	61.5	73.7	74.0	85.1	93.4
Blackwood Comprehensive School	65.2	74.5	70.1				53.2	63.0	61.4	79.1	87.5	75.6
Cwmcarn High School	66.9	73.0	67.6				61.9	61.3	61.9	95.7	97.3	98.1
Lewis School Pengam	57.6	62.9	58.5				55.6	68.1	73.5	86.1	96.6	90.5
Bedwas High School	55.9	37.6	53.9				51.7	51.3	70.6	56.8	76.1	81.4
Lewis Girls' Comprehensive School	71.9	66.7	70.5				49.7	61.2	55.3	90.2	85.3	87.9
St Cenydd School	50.5	58.1	49.5				45.3	58.7	52.2	48.4	68.6	73.1
Risca Community Comprehensive	54.9	70.7	71.6				57.3	48.0	64.9	75.6	72.0	86.5
Pontllanfraith Comprehensive	51.9	53.1	49.5				53.8	59.3	50.5	73.1	82.3	92.1
Heolddu Comprehensive School	52.1	55.3	52.5				39.4	54.3	52.5	96.5	98.9	91.0
Rhymney Comprehensive School, Caerphilly	50.3	58.6	55.1				50.3	57.9	58.3	65.4	84.3	85.8
Wales	66.2	68.6	69.3	73.7	75.2	75.1	61.7	64.4	66.9	82.3	84.0	82.4

4.10 Free School Meal Benchmark Summary

When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median has increased for the Level 2 threshold. It has reduced for the Level 1, CSI, Capped points, English and Mathematics. There is only one Welsh medium secondary school, and performance has been in quarter 4 in 2 out of the past 3 years. The number of schools in the bottom quarter has increased for L2 inc, English, L1, CSI and Capped points.



Individual school benchmark performance is presented in Appendix A.

4.11 Welsh Government Modelled Expectation

The gap between the LA benchmarks for performance modelled on FSM entitlement and actual performance increased in 2016, with the Level 2 threshold including English/Welsh and mathematics 2.1 percentage points below the expected achievement. For capped point score Caerphilly widened the gap to 13.3 points below the expected achievement, similar to 2014.

		2012	2013	2014	2015	2016
Level 2 threshold including English/Welsh and maths	Actual	45	46	50.2	52.8	54.7
	Target	44	46	49.5	53.2	56.8
	Difference	1	0	0.7	-0.4	-2.1
Capped Average Wider Point Score	Actual	313	320	327.7	341.9	334.5
	Target	316	329	340.7	345.7	347.8
	Difference	-3	-9	-13	-3.8	-13.3

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report content (Education attainment) contributes to the Well being Goals as noted and explained in 3.1.
- 5.2 This report is for information only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward interventions that are put in place to improve attainment must take a **long term** view as part of its impact on life chances, employment and quality of life. One of the principles of the 5 ways of working is to look at how we can **prevent** problems occurring and to do this we need to understand what the causes are. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The data provides an insight into the performance of all pupils in comparison to the pupils in receipt of Free School Meals and the gap in performance increases throughout school life (para 4.7). One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement. We have an action plan to achieve this and it we will **involve and collaborate** with a range of partners such as schools, parents, governors and children to raise aspiration and attainment.

6. EQUALITIES

- 6.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, equalities issues, such as gender and ethnicity are taken into account. Similarly the Local Authority self-evaluation considers all equalities issues.

7. LA – KEY STAGE 5

7.1 Performance Data – A Level Only

A Level (A2)									
	Total number of A Level (A2) Entries		Percentage of A Levels (A2) qualifications achieved (A*-E)			Percentage of A Levels (A2) AT Grade A/A*			
	2015	2016	2015	2016	Difference	2015	2016	Difference	
Caerphilly	1,108	1,107	99.2	95.9	▼ -3.3	15.4	16.7	▲ 1.3	
South East Wales	4,255	4,364	99.3	97.2	▼ -2.2	19.4	20.4	▲ 1.1	
Wales	26,392	23,871	99	99	▼ 0.0	23	22	▼ -1.0	

Cohort size 2015 = 613, Cohort size 2016 = 593

A*-E

- The percentage of A levels at A*-E has fallen from 99.2% to 95.9%.
- The pupils of Caerphilly achieved 1062 A-Levels at A*-E in 2016, 37 less than in 2015.
- The cohort has decreased slightly, and the number of A levels at A*-E awarded per student remained at 1.8.

A*-A

- The percentage of A levels at A*-A increased from 15.4% in 2015 to 16.7% in 2016.
- The pupils of Caerphilly achieved 185 A-Levels at A*-A in 2016, 14 more than in 2015.
- The number of A levels at A*-A awarded per student remains at 0.3.

In 2015 there were only 9 A-Level entries which were graded as fail, but in 2016 this increased to 45. This may suggest that some schools entered a small number of pupils for one or more A Levels, where an alternative vocational qualification, may have been more appropriate.

Performance Data – Level 3 Threshold (includes A Level / Vocational Qualifications)

Level 3 Threshold									
	Total number		Percentage of students entering			Percentage of students achieving			
	2015	2016	2015	2016	Difference	2015	2016	Difference	
Caerphilly	560	546	91.4	92.1	▲ 0.7	97.7	97.1	▼ -0.6	
South East Wales	2,098	2,038	89.4	90.5	▲ 1.1	95.6	97.9	▲ 2.3	
Wales	11,838	10,804	87.9	89.5	▲ 1.7	97.0	98.0	▲ 1.0	

- When vocational qualifications are taken into account and the Welsh Government's main indicator of post-16 performance, the Level 3 threshold, is considered performance decreased slightly from 97.7% to 97.1%.

This 0.6 percentage point decrease is at odds with the 2.3 percentage point increase across the EAS region, and 1.0 across Wales.

8. FINANCIAL IMPLICATIONS

8.1 There are no specific financial implications.

9. PERSONNEL IMPLICATIONS

9.1 There are no specific personnel implications

10. CONSULTATIONS

10.1 All comments have been reflected in the report.

11. RECOMMENDATIONS

11.1 Members are asked to note and scrutinise the content of the report.

12. REASONS FOR THE RECOMMENDATIONS

12.1 To keep Members informed of standards achieved by Caerphilly learners at, key stage 4 and key stage 5.

13. STATUTORY POWER

- 13.1 Children and Families Measure (Wales) 2010.
- 13.2 Schools Standards and Organisation (Wales) 2013.
- 13.3 Education Act 1996.
- 13.4 Wellbeing of Future Generations (Wales) 2015.
- 13.5 Schools Causing Concern 2013.

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Christina Harrhy, Corporate Director Communities
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Keri Cole, Chief Education Officer
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Ros Roberts, Performance Manager

Appendices:

Appendix A - Key Stage 4, School Benchmark Quarter Performance

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Appendix A – Key Stage 4, School Benchmark Quarter Performance

	School Name	2013/14		2014/15		2015/16	
		% Pupils Achieving	Quarter	% Pupils Achieving	Quarter	% Pupils Achieving	Quarter
Level 2 threshold including English/Welsh and Maths	Bedwas	44.1	3	35.0	4	51.0	3
	Blackwood	48.8	2	59.8	1	57.9	2
	Cwmcarn	55.4	2	55.9	4	55.2	3
	Heolddu	35.9	3	48.9	3	44.3	4
	Lewis Girls'	49.0	2	54.3	2	54.5	2
	Lewis School	49.0	2	57.8	1	58.5	2
	Newbridge School	61.1	1	64.6	2	60.6	2
	Oakdale	58.7	2	57.4	3	58.2	4
	Pontllanfraith	47.1	3	49.6	3	42.6	4
	Rhymney	41.5	2	42.9	2	49.6	2
	Risca	45.1	3	44.0	4	56.8	2
	St Cenydd School	37.9	4	50.0	2	41.9	4
St Martin'S School	50.3	2	52.3	2	64.2	1	
Ysgol Gyfun Cwm Rhymni	68.4	2	53.5	4	62.0	4	
Level 2 threshold	Bedwas	69.5	4	65.8	4	88.2	2
	Blackwood	68.2	4	77.2	3	73.1	4
	Cwmcarn	71.2	4	82.9	4	80.0	4
	Heolddu	66.9	4	64.9	4	58.2	4
	Lewis Girls'	81.0	3	81.4	3	83.3	3
	Lewis School	88.7	2	97.4	1	93.2	2
	Newbridge School	90.0	2	93.3	2	93.9	2
	Oakdale	86.2	2	90.2	2	89.3	3
	Pontllanfraith	53.8	4	70.8	4	76.2	3
	Rhymney	59.1	4	80.0	3	66.9	4
	Risca	80.5	3	72.0	4	75.7	4
	St Cenydd School	71.1	4	72.7	4	68.8	4
St Martin'S School	58.0	4	73.6	4	92.0	2	
Ysgol Gyfun Cwm Rhymni	90.2	2	88.6	3	69.7	4	
Level 1 threshold	Bedwas	81.4	4	91.5	4	98.0	3
	Blackwood	96.5	2	98.9	2	97.5	3
	Cwmcarn	98.6	2	99.1	2	97.1	4
	Heolddu	95.1	2	96.8	3	99.2	2
	Lewis Girls'	96.1	2	97.7	2	97.0	3
	Lewis School	93.4	4	100.0	1	96.6	4
	Newbridge School	96.7	3	100.0	1	97.5	4
	Oakdale	91.7	4	99.2	2	97.5	4
	Pontllanfraith	80.8	4	86.7	4	93.1	4
	Rhymney	95.0	2	99.3	1	99.2	2
	Risca	97.6	2	96.0	3	97.3	3
	St Cenydd School	93.2	4	97.1	2	94.6	4
St Martin'S School	93.9	3	92.5	4	99.3	2	
Ysgol Gyfun Cwm Rhymni	97.4	3	99.1	2	96.2	4	
Core Subject Indicator	Bedwas	38.1	4	33.3	4	47.1	3
	Blackwood	48.3	2	58.2	1	54.3	2
	Cwmcarn	54.7	2	55.0	3	55.2	3
	Heolddu	35.9	3	48.9	2	41.8	4
	Lewis Girls'	49.0	2	51.9	1	52.3	2
	Lewis School	47.7	2	55.2	1	56.5	2
	Newbridge School	60.6	1	64.6	1	60.6	2
	Oakdale	58.7	2	55.7	3	47.5	4
	Pontllanfraith	47.1	2	46.9	3	42.6	4
	Rhymney	37.7	2	36.4	3	49.6	2
	Risca	35.4	4	38.7	4	48.6	3
	St Cenydd School	34.7	4	48.3	2	41.9	4
St Martin'S School	42.5	3	50.0	2	60.6	1	
Ysgol Gyfun Cwm Rhymni	67.5	1	52.6	4	59.4	4	

	School Name	2013/14		2014/15		2015/16	
		% Pupils Achieving	Quarter	% Pupils Achieving	Quarter	% Pupils Achieving	Quarter
Capped Points Score	Bedwas	296.5	4	303.6	4	343.6	3
	Blackwood	332.5	3	344.9	2	328.5	4
	Cwmcarn	322.8	4	334.8	4	329.1	4
	Heolddu	313.8	3	318.9	4	315.4	4
	Lewis Girls'	350.2	2	346.3	2	346.0	2
	Lewis School	332.8	3	363.3	1	345.7	3
	Newbridge School	363.3	2	379.0	1	357.3	2
	Oakdale	319.0	4	351.2	3	336.7	4
	Pontllanfraith	270.9	4	304.8	4	317.7	4
	Rhymney	301.1	4	325.7	3	310.3	3
	Risca	339.0	2	336.8	3	327.2	4
	St Cenydd School	319.4	4	334.3	3	320.8	4
	St Martin'S School	309.0	4	330.1	3	370.5	1
Ysgol Gyfun Cwm Rhymni	370.1	1	366.6	2	330.7	4	
English	Bedwas	55.9	3	37.6	4	53.9	4
	Blackwood	65.2	1	74.5	1	70.1	2
	Cwmcarn	66.9	2	73.0	2	67.6	3
	Heolddu	52.1	2	55.3	4	52.5	4
	Lewis Girls'	71.9	1	66.7	2	70.5	1
	Lewis School	57.6	3	62.9	2	58.5	3
	Newbridge School	65.0	3	68.2	3	68.2	3
	Oakdale	62.4	4	62.3	4	63.1	4
	Pontllanfraith	51.9	4	53.1	4	49.5	4
	Rhymney	50.3	3	58.6	2	55.1	3
	Risca	54.9	4	70.7	1	71.6	1
	St Cenydd School	50.5	4	58.1	4	49.5	4
	St Martin'S School	59.1	3	63.8	2	70.1	2
Ysgol Gyfun Cwm Rhymni	75.2	2	61.8	4	62.8	4	
Welsh as 1st Language	Ysgol Gyfun Cwm Rhymni	73.3	3	56.0	4	61.6	4
Mathematics	Bedwas	51.7	3	51.3	4	70.6	1
	Blackwood	53.2	3	63.0	1	61.4	2
	Cwmcarn	61.9	3	61.3	4	61.9	4
	Heolddu	39.4	3	54.3	3	52.5	4
	Lewis Girls'	49.7	4	61.2	2	55.3	3
	Lewis School	55.6	2	68.1	1	73.5	1
	Newbridge School	67.2	2	76.4	1	70.7	2
	Oakdale	72.5	1	69.7	2	72.1	3
	Pontllanfraith	53.8	3	59.3	2	50.5	4
	Rhymney	50.3	1	57.9	1	58.3	1
	Risca	57.3	2	48.0	4	64.9	2
	St Cenydd School	45.3	4	58.7	2	52.2	4
	St Martin'S School	57.5	2	61.5	2	73.7	1
Ysgol Gyfun Cwm Rhymni	73.5	2	58.8	4	72.2	3	
	Bedwas	56.8	4	76.1	4	81.4	3
	Blackwood	79.1	3	87.5	2	75.6	3
Science	Cwmcarn	95.7	2	97.3	1	98.1	1
	Heolddu	96.5	1	98.9	1	91.0	2
	Lewis Girls'	90.2	2	85.3	3	87.9	2
	Lewis School	86.1	2	96.6	1	90.5	2
	Newbridge School	88.9	3	92.3	2	92.9	2
	Oakdale	91.7	2	93.4	2	80.3	4
	Pontllanfraith	73.1	4	82.3	3	92.1	1
	Rhymney	65.4	4	84.3	2	85.8	2
	Risca	75.6	4	72.0	4	86.5	3
	St Cenydd School	48.4	4	68.6	4	73.1	4
	St Martin'S School	74.0	4	85.1	3	93.4	1
Ysgol Gyfun Cwm Rhymni	94.4	2	96.5	2	65.4	4	



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 27TH FEBRUARY 2017

**SUBJECT: CONSULTATION – PROPOSED ADMISSION ARRANGEMENTS
2018/2019**

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To consult Members on the proposed changes to the Schools Admission Arrangements for the academic year 2018/2019.
- 1.2 To give Scrutiny Members the opportunity to comment on proposals as part of the consultation process before recommendations are considered by Cabinet.

2. SUMMARY

- 2.1 Ensuring that the Authority's Admission Arrangements are reviewed to meet the needs of schools and the Authority and comply with relevant legislation.

3. LINKS TO STRATEGY

- 3.1 The report contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular, as follows:
 - A healthier Wales, supporting learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and.
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

- 4.1 Members will recall that they are consulted annually regarding the proposed Admission Arrangements. There are no proposed changes to the attached Admission Arrangements for 2018/19.
- 4.2 The consultation process has been taking place over the last couple of months and ends on 1 March in accordance with the Code. Consultees have included all Headteachers, all Chairs of Governors and all neighbouring LAs, as well as CCBC's Admission Forum and Scrutiny Committee.
- 4.3 In accordance with paragraph 2.10 of the Code, the admission arrangements must be determined by 15 April and will be considered by Cabinet.

5. EQUALITIES IMPLICATIONS

- 5.1 The Admission Arrangements for 2018/19 have been assessed and no negative impact has been identified. The arrangements note compliance with current Equalities, Human Rights and Welsh Language legislation.

6. WELL-BEING OF FUTURE GENERATIONS

- 6.1 The report contributes to the 5 ways of working in the context of a long term strategy and vision, integration approach (more closely aligning communities) and collaborating to meet the objectives.
- 6.2 This report contributes to the Well-being Goals (as noted in 3.1) and in particular in the context of:
- Corporate planning,
 - Risk management,
 - Workforce planning,
 - Financial planning, and
 - Asset management.

7. FINANCIAL IMPLICATIONS

- 7.1 None.

8. PERSONNEL IMPLICATIONS

- 8.1 None.

9. CONSULTATIONS

- 9.1 The Admission Forum meets termly to review all Admission arrangements and procedures.
- 9.2 Other consultees are as outlined below and in the report.

10. RECOMMENDATIONS

- 10.1 Members are asked to consider the report and provide any comments as part of the consultation process before recommendations are considered by Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To ensure agreed changes are implemented for September 2018.

12. STATUTORY POWER

- 12.1 The School Admissions Code (2013) and Schools Admissions Appeal Code (2013).

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Keri Cole, Chief Education Officer
Bleddyn Hopkins, Assistant Director, 21st Century Schools
Councillor Derek Havard, Cabinet Member, Education and Lifelong Learning
School Admission Forum
Sue Richards, Principal Officer Finance
Lynne Donovan, Acting Head of Human Resources and Organisational Development
Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)
Susan Ead, Solicitor, Legal Services
Ros Roberts, Performance Manager
Headteachers and Chairs of Governors, CCBC schools
Neighbouring LAs.

Appendices:
Appendix1 - Proposed Admission Arrangements for 2018/19

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Directorate of Education and Lifelong Learning

Admission Arrangements For 2018/19

Directorate of Education and Lifelong Learning

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Primary & Secondary Education Admission & Transfer Arrangements

In line with the School Standards and Framework Act 1998, subsequent legislative updates and Welsh Governments (WGs) Schools Admissions Code, these admission arrangements will aim to ensure that:

- Parent's preference for the schools of their choice is considered in the context of a legislative framework, which has regard to the provision of efficient education and the efficient use of resources;
- Admissions criteria are clear, fair and objective, for the benefit of all children including children with special educational needs or with disabilities;
- Local admission arrangements contribute to improving standards;
- The Local Authority (LA) consults with neighbouring Admission authorities and co-ordinates arrangements, including the rapid reintegration wherever reasonable of children who have been excluded from other schools;
- Parents have easy access to helpful admissions information;
- The LA's admission arrangements seek to achieve full compliance with all relevant legislation and guidance, including legislation on infant class sizes and equal opportunities (Equalities Act 2010, the Human Rights Act 1998 and the Welsh Language Act 1993) and take full account of the guidance in the Code issued by the Welsh Government;
- The Equality Act 2010 and Caerphilly County Borough Council's (CCBC) Strategic Equality Plan emphasises the legal general duty the Council and its partners have to:-
 - Eliminate unlawful discrimination.
 - Promote equal opportunities.
 - Promote good relations and mutual respect.
- This Council will work actively against discrimination and seek to create equal access to its services for all, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

Choosing a School

The entry of children to schools is controlled and administered by an 'Admissions Authority'. In the case of Community Schools, this is the Caerphilly County Borough Council (the LA). In the case of the one Voluntary Aided School (St. Helen's Roman Catholic Primary School) and one Foundation School (Cwmcarn High School) the Admissions Authority is the Governing Body of the school. Within the County Borough, each school has an area that it traditionally serves called the "catchment area". In line with legislation, LA's must allow all parents the opportunity to express a preference for the school they wish their child to attend.

Pupils who reside within a defined catchment area of a school do not have an automatic right to attend that school. A written application must be made and the placements will be allocated in accordance with the LA's admissions procedure.

Parents may exercise their right to express a preference at the following times:

- on admission to an infant school or the infant department of a primary school. Nursery admissions are dealt with in Section 1.2.
- on transfer from infant to junior school or infant school to junior department of a primary school.
- on transfer from junior or primary to secondary school.
- when parents wish to transfer their child from one school to another.

Parents may also express a preference for their child to attend a Voluntary Aided School or a Foundation School.

The LA (in the case of Community Schools) and School Governing Body (in the case of Voluntary Aided and Foundation Schools) must comply with any preference, which is expressed, provided there is room within the school. However the decision to admit pupils, must take account of:-

- the overall provision of efficient education and efficient use of resources.
- whether it is a co-educational or single sex school.
- Section 87 of the School Standards and Framework Act 1998 (and subsequent legislative updates and WGs schools Admissions Code), which also allows an admission authority to refuse to comply with parental preference for a period of two years following a second or subsequent exclusion.
- where to admit would be incompatible with the duty to meet Infant class size limit of 30 because the admission would require measures to be taken to

comply with those limits which would cause prejudice to efficient education or efficient use of resources.

The local catchment areas for schools providing primary education are normally grouped together to form a linked catchment area for each maintained secondary school.

Admission or attendance of pupils at the feeder junior / primary school does not provide automatic entry to the chosen secondary school. All parents are required to complete admission forms at the appropriate time.

All schools within the LA aim to provide their pupils with an educational opportunity, which is best suited to each individual child. Some pupils will, however, have learning needs requiring special educational provision. In some instances parents will already be receiving specialist support and guidance regarding the choice of school for their child.

All parents, however, are encouraged to discuss possible areas of concern with their local Headteacher who may then seek specialist advice.

Welsh Medium Schools

All of the above arrangements apply equally to Welsh Medium schools within the Authority. Admission to Welsh medium primary schools is not dependant upon the parents or pupils being fluent Welsh speakers.

There are currently 11 Welsh medium primary schools within the LA whose catchment areas cover the entire LA's boundary and are not restricted to the catchment areas of the local English medium school. Ysgol Gyfun Cwm Rhymni will provide Welsh medium secondary education to all CCBC resident pupils, subject to parental preference.

Admission Limit

All maintained schools will admit pupils up to their admissions number.

A child will normally be offered admission to the school of the parents' preference unless applications exceed the admission number, when this occurs all applications for that school will be assessed against the oversubscription criteria.

The normal ages for admission to CCBC schools are:-

- Age 3/4 in Nursery
- Age 4/5 in Infant and Primary Schools
- Age 7/8 in Junior Schools;

- Age 11/12 in Secondary Schools.

The LA's policy is to provide all 3/4 year old children in the Caerphilly County Borough an entitlement to a funded part-time nursery place at their local infant or primary school.

Oversubscription Criteria - these apply to all admissions to oversubscribed schools

1. Looked After Children (children in public care) and those who were previously Looked After Children.
2. Those children who live in the school's catchment area on or before the published closing date.
3. Children with siblings (brothers and sisters) living in the same household attending the school in September 2018. The sibling must be of statutory school age. A sibling is a child who is the brother/sister, half brother/sister (children who share on common parent/carer), step brother/sister where two children are related by marriage. This definition also includes adopted or fostered children living at the same address.
5. After taking account of the above categories, priority will be based on the closeness to the school measured by the LA's G.I.S (Geographical Information System) database. Distance is measured from the nearest entrance or gate of the home to the nearest gate or entrance of the school. If the LA has the situation where any home addresses calculate the same distance then a trundle wheel will be used to establish the nearest address. When considering whether a child lives in a school's catchment area, the address considered is that of the parent or legal guardian, irrespective of a family's domestic arrangements. i.e. the address of another relative or childminder etc. must not be given. In certain cases it may be necessary to provide evidence relating to the child(ren) in question, to show the home address of the child(ren).

Children of UK service personnel will be treated as in catchment if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

Pupils from outside the school's catchment area will be admitted in accordance with parental preference if the Admission Number of the school, class or unit has not been reached and, if selection is necessary, the criteria shown above will be used.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week then the home address will be determined as the address where a child lives for the majority of the week (e.g. 3 out of the 5 school days). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Multiple Birth Children (e.g. twins or triplets)

If when applying the oversubscription criteria the last child to be admitted is one of a multiple birth e.g. twin or triplet then the LA will also admit the other sibling(s).

Waiting Lists

Following the allocation of places during the normal admission round any pupil that is refused admission to an oversubscribed school will remain on a waiting list for placement until the 30th September of that school year. Placements will then be allocated according to the Authority's oversubscription criteria.

After the 30th September parents will need to make a new application for admission to their preferred school.

Organisation of Schools

1. Primary Education

Every child is required by law to receive full time education from the beginning of the school term after his/her fifth birthday. In CCBC, however, all children are able to start school full time at the beginning of the school year (September) in which they become five i.e. between the 1st September and the 31st August. Parents are able to defer the start of a child until the term following their fifth birthday.

All children are able to attend school on a part time basis in the September following their third birthday. Children between the ages of 3/4-11 are recognised as pupils receiving primary education. In Caerphilly County Borough, primary education is provided either in separate infant or junior schools, or in primary schools with one complete 3/4 -11 age range.

Reduction of Infant Class Sizes

Choosing a school for the first time for a young child is especially important, both for parents and for children themselves. In accordance, with Infant Class Size Legislation, infant classes at a maintained school should contain no more than 30 pupils where a teaching session is managed by a single qualified teacher (or where the session is managed by more than one qualified teacher, no more than 30 pupils for every teacher).

1.1 Admission to an Early Years Placement at a Nursery School

Children born between the 1st September and the 31st March or Good Friday depending on which date falls the latest maybe entitled to an Early Years placement (term after their 3rd birthday) at their local Primary/Infant school dependant on availability.

Where a school has reached their Admission Number in their current nursery and where the in catchment pupils exceed 70%, only pupils who reside within the schools catchment area will be admitted into an Early Years placement.

Please note that admission into an Early Years place in either the Spring or Summer term does not entitle your child to continue education in the nursery year at the school. An application for admission into the nursery year at the school will need to be made at the relevant time.

1.2 Admission to Nursery Year

The number of places available in a nursery year is set by the LA and the decision whether to admit your child will be taken in accordance with the LA's guidelines, which follow.

Pupils who are admitted to a nursery year, will not have an “automatic” right to continued education within that school. A formal application must be made for entry into the reception year at the appropriate time. Applications for admissions should be made before 28th February 2018. For any assistance, please contact Mrs. Andrea West, School Admissions and Exclusions Manager or other members of the team on the following telephone 01443 864870, 864897 and 864896.

1.3 Admission to an Infant School or Infant Department within a Primary School

Pupils who attain the age of five during the school year may be admitted to an infant school/department, at the commencement of the school year in September.

Pupils admitted to a separate infant school will not have an 'automatic' right to continued education at the feeder Junior School which serves the same catchment area. Whilst every effort will be made to accommodate such pupils, a formal application must be made for transfer to the Junior school at the appropriate time.

Applications for admissions should be made before 15th December 2017. For any assistance, please contact Mrs Andrea West – School Admissions and Exclusions Manager Telephone: 01443 864870 or other members of the team on the following numbers 01443 864896, 864897 and 864806.

1.4 Transfer to Junior Schools

Children enter or transfer to a Junior School on the first day of the Autumn term following their seventh birthday. In Primary Schools the infant and junior sections are simply departments of the same school and children progress through the school from the infants to juniors without having to transfer elsewhere.

Whilst every effort will be made to accommodate such pupils, a formal application must be made for transfer to the Junior school at the appropriate time.

Applications for admissions should be made before 15th December 2017. For any assistance, please contact Mrs Andrea West – School Admissions and Exclusions Manager Telephone: 01443 864870 or other members of the team on the following numbers 01443 864896, 864897 and 864806.

1.5 Changing Schools: Primary Education

Changing schools during primary education is a significant step for your child to take. In the case of moving the family home, such a decision may well be a necessity and you will need to contact your local school or the Directorate of Education and Lifelong Learning for assistance. If, however, you would like your child to transfer from one school to another, please contact your present Headteacher first. Should you still wish to proceed with these transfer arrangements; you must apply in writing to Mrs. Andrea West, School Admissions and Exclusions Manager, Tŷ Penallta, Tredomen Park, Ystrad Mynach, CF82 7PG Tel: 01443 864870.

If there is a suitable vacancy, your child will be admitted to the school. Parents should note, however, that classes may include more than one age group and the Headteacher will have the task of locating your child in the most appropriate class.

2. Admission to Secondary Schools

Children normally transfer from primary school to secondary school at the beginning of the school year following their eleventh birthday. If your child was born between 1st September 2006 and 31st August 2007 she/he will transfer to secondary school in September 2018. Headteachers of primary schools will be able to inform parents of the secondary school which their children should normally attend. Whilst every effort will be made to accommodate pupils, an application must be made for transfer to secondary schools at the appropriate time. Applications for admissions should be made before 20th October, 2017.

2.1 Changing Secondary School

Changing secondary schools is a significant step for your child to take. In the case of moving the family home, such a decision may well be a necessity and you will need to contact your local school or the Directorate of Education and Lifelong Learning for assistance. If however, you would like your child to transfer from one secondary school to another, please contact your present Headteacher first. Should you still wish to proceed with these transfer arrangements; you must contact the Directorate of Education and Lifelong Learning for advice in making your application, which will then be required in writing. In considering your request for transfer, the LA will review the number of pupils in the year group relevant to your child. If the child is in years 10 or 11, the range of subject options chosen may also be a factor. If that particular year has not reached the school's admissions number, then your child will be admitted to the school. Parents should note, however, that curriculum option choices may vary from school to school.

Applying for a Place

When you apply for a place at a particular school, you must complete the relevant application form, which is available at the school. You must apply by the closing dates shown below for admission in September 2018. The LA will inform you whether or not it is possible for your child to attend your preferred school. Each school produces a prospectus, which contains relevant information including school aims and educational beliefs, the organisation of the school and curriculum opportunities, including out of school activities. This school prospectus is available from the Headteacher.

Timetable for admissions to schools September 2018
The proposed timetable to process applications for Secondary schools for September 2018 is:
Admission Forms distributed to parents 11th September 2017
Forms returned to LA 20th October 2017
Parents notified of outcome 1st March 2018
The proposed timetable to process applications for Primary schools for September 2018 is:
Admission Forms distributed to parents 6th November 2017
Forms to be returned to LA 15th December 2017
Parents notified of outcome 30th April 2018
The proposed timetable to process applications for Nursery schools for September 2018 is:
Admission Forms sent to parents 12th January 2018
Forms to be returned to LA 28th February 2018
Parents notified of outcome after the 1st May 2018

Late Applications

Any applications that are received after the closing date for admission will be refused if the school is oversubscribed unless the family has just moved into the catchment area and the application is received before the offer of places are made. If the application is received after the places have been offered and documented evidence

is provided to demonstrate that the family have moved into the catchment area of the school the pupil will be given higher priority on the waiting list. Places will then be allocated using the Authority's oversubscription criteria.

Withdrawing Offers of Places

The offer of a school place will be withdrawn on the basis of a fraudulent or intentionally misleading application being received (e.g. falsely claiming to reside within a catchment area of a school).

What Happens if your Child is Refused a Place?

In the vast majority of cases children are offered places at their parents' first choice of school. If, however, your child is unable to gain admission, you will need to decide whether you are willing to accept a place offered at a different school, or whether you wish to continue with your first application. If you choose the latter course, you may appeal to an Independent Appeal Panel. This Independent Appeal Panel will judge whether the school is full and, should that be the case, whether the parent's application is so strong that the child should still be offered a place. Before you appeal, please consider the LA's admissions criteria (outlined previously on page 5). It should be noted that Nursery age pupils have no right of appeal.

Registering your Appeal

You may make a formal appeal against the LA's decision, but this must be received within 28 calendar days of you being notified of the decision not to admit your child to your chosen school. You should forward this appeal in writing, to the Directorate of Education and Lifelong Learning. The LA will refer the appeal to the Council's Legal Department who will arrange for the appeal to be heard by an Independent Appeal Panel and will set a time and place for the hearing. The Panel will afford parents an opportunity of appearing and making their representations (oral and/or written). Parents are advised that agencies such as SNAP & ACE are available to provide assistance in making appeals.

Parents are able to seek admission to an alternative school while they are pursuing an appeal.

Parents, however, are advised that: -

1. they may elect not to attend the appeal meeting and, instead, allow the appeal to be considered on a written statement;
2. the appeal will be decided on the information available if, having failed to give a reasonable explanation, they do not appear;
3. they will be given at least fourteen days (from the date of posting) written notice of the meeting of the Appeal Panel;
3. they are welcome to be accompanied by a friend, or represented by a solicitor, but that, in the latter case, the Directorate of Education and Lifelong Learning should be informed at least seven days before the hearing. Please note that a separate Appeal Panel hears appeals against decisions of the Governing Body of a Voluntary Aided or Foundation School. Guidance on such an appeal should, therefore, be sought from the school concerned. Please note that limitations will be placed on the powers of the appeal panel to allow appeals against the refusal to admit a child to a school where infant class size legislation applies. The LA will not consider a second admission application unless there is a significant change in circumstances (which will need to be evidenced).

Sixth Form Admissions

The admission of Sixth Form pupils to Community Schools is determined by individual schools. Therefore applications should be made directly to the school.

Disability Discrimination

The Council has in place an Accessibility Strategy, which details how the Council will meet its duties under the Equality Act 2010 and preceding Disability Discrimination legislation.

The Strategy covers all aspects of accessibility including access to premises, curriculum and written information. The strategy contains the Council's plans to improve physical access to school premises across the borough to minimise the barriers to disabled pupils accessing education. In a number of cases due to the topography of a school site, it may not be deemed accessible for a child with a physical disability. In such cases parents/guardians will be provided with the details of the nearest accessible school which is able to meet the child's needs.

Admissions forms are screened by Education in order to highlight any children with medical condition/physical disability. Parents will be contacted at the earliest opportunity to discuss the child's needs and a suitable school placement will be considered.

The School and Officers of the Council work closely with parents to ensure that detailed assessments are in place to support the inclusion of pupils, where possible within their chosen school.

Usage of Accommodation

The LA continually reviews the usage of accommodation at all Infant, Junior and Primary schools and subsequently updates the Capacity and Admission Number to reflect this review.



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 27TH FEBRUARY 2017

**SUBJECT: CONSULTATION – PROPOSAL TO ESTABLISH A RHYMNEY
3 – 18 SCHOOL**

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To consult Members on the above proposal.
- 1.2 To give Members the opportunity to comment on the proposals as part of the consultation process, prior to the move to Statutory Notice being considered by Cabinet.

2. SUMMARY

- 2.1 To update on the formal consultation process undertaken to date and provide details of responses received from relevant parties.

3. LINKS TO STRATEGY

- 3.1 The report contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular, as follows:
 - A healthier Wales, supporting learners can improve their well-being and add educational achievement;
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

- 4.1 Cabinet, at its meeting on 30th November 2016, agreed to proceed to a formal consultation process in relation to the above proposal. (Attached as Appendix 1).
- 4.2 A formal consultation process (accompanied by a consultation document) took place between 3th January 2017 to 16th February 2017. During this period a series of meetings were also convened which are outlined below:

16th January 2017 (Rhymney Comprehensive) : Drop-in sessions for school pupils, staff, parents/carers, governing body and public/community meetings.

18th January 2017 (Pontllytyn Primary) : Drop-in sessions for school pupils, staff, parents/carers and governing body meeting.

30th January 2017 (Abertyswg Primary) : Drop-in sessions for school pupils, staff, parents/carers and governing body meeting.

4.3 A summary of the main issues from the consultative meetings are outlined below and the accompanying notes of the meeting are available on the members portal.

Rhymney Comprehensive School

4.3.1 Drop In Session – Pupils/Teachers

- Sharing of facilities across the age ranges
- Younger Pupils causing disruption in the Secondary School
- Success of 3-18 Schools in Wales
- Safe Routes/Access
- Distance of Pupils from Pontllytyn/Footbridge
- School Council/Start Times/Uniforms

4.3.2 Drop In Session – Parents

- Impact on Certain Year Groups
- Transition
- Sharing of Facilities/Teachers across age ranges
- Success of 3-18 Schools in Wales

4.3.3 Drop In Session – Governors

- Teaching across Age Ranges particularly Middle Phase
- Transition
- Access to School/Car Park
- Traffic Impact Assessment
- Success of 3-18 Schools in Wales
- Leadership
- Make Up of Governing Body

Pontllytyn Primary School

4.3.4 Drop In Session – Pupils/Teachers

- Leadership/Management
- Job Security
- Timescales of Appointment of Staff
- Safe Routes
- Staffing Structures

4.3.5 Drop In Session – Parents

- Transition
- Success of 3-18 Schools in Wales

- Flying Start
- Location of School
- Cost

4.3.6 Drop In Session – Governors

- Transport
- Success of 3-18 Schools in Wales
- Teaching across Age Ranges
- Staffing Structures
- Car Parking/Access/Distance
- Transition

Abertysswg Primary School

4.3.7 Drop In Session – Teachers/Pupils

- Teaching of Age Ranges
- Transition
- Flying Start
- Success of 3-18 Schools in Wales
- Amalgamation of Primary Schools
- Timescales
- Staffing Structure
- Access/Safe Routes
- School Council/Start Times/Uniforms

4.3.8 Drop In Session – Parents/Community

- Car Park/Access to School
- Future Use of School Site
- Sharing of Facilities/Teachers across the Age Ranges
- Safe Route/Access
- Transition
- Flying Start
- Success of 3-18 Schools in Wales
- Start Times/Uniforms
- Amalgamation of Primary Schools

4.3.9 Drop In Session – Governors

- Safe Routes
- Finances
- Start Times
- Transition
- Flying Start
- Staffing
- Structure of Governing Body

4.4 The consultation document provided relevant parties the opportunity to provide a written response to the proposal. A number of responses have been received, as outlined below. There are 3 responses in favour of the proposal, with 7 against and 3 who do not feel strongly either way.

The responses are largely consistent with those outlined during the consultation meetings and are summarised below.

- An amazing opportunity for our children
- Good idea to incorporate the two schools together
- Modern environment for the children
- Support of transition of children

However, a number of concerns were expressed, mostly in relation to:

- Safe routes to school
- Mixing of children from both schools
- Success over 3-18 schools in Wales
- Teaching across age ranges

4.5 The School Organisation Code 2013 requires the LA to obtain the views of Estyn with regards to the proposal. A copy of the response is attached as Appendix 2.

4.6 In conclusion, the main issues raised during the formal consultation process, both written and orally, are summarised below and include officers comments:

4.6.1 Evidence of success of 3 – 18 across Wales.

The growth of 3 – 18 schools across Wales is a new and innovative proposal. There are neighbouring 3 – 18 schools that are categorised red, however it cannot be assumed that this is directly related to the age range of the school. The Leadership of the school, funding and structure of management and quality of teaching are important factors to get right to ensure success. A Wales All-through Schools Forum (funded by Welsh Government) has recently been established in order that schools are able to share good practice and work collaboratively to seek solutions to common challenges.

4.6.2 Safe route to schools.

Safe routes to the school have been designed as part of the planning application and the 21st century proposals. The routes were shown on the plans that parents were able to see at the three consultation meetings.

4.6.3 Teaching across age ranges.

The transition from Primary to Secondary school can be a challenging time for learners. The consultation document includes a proposal for 3 phases, Nursery to year 4, Years 5 to 8 and years 9 to 13. There is a national dip in performance between years 6 to 8. A phase leader for this age range will ensure a more coordinated approach to transition. This does not mean that years 5 to 6 will be taught in the Secondary school. However the 3 – 18 proposal will allow primary school age pupil to access the excellent facilities within the Secondary school eg Science laboratories, sports facilities etc. The Donaldson report supports this principle.

4.6.4 Quality of transition of pupils from other feeder schools

It is expected that the improvements the 3 – 18 school brings to transition would be incorporated within all feeder schools. The Headteachers of all the feeder schools have been involved in the process and are extremely positive about the benefits this will bring.

5. WELL-BEING OF FUTURE GENERATIONS

5.1 The content of the report contribute to the well-being goals (as noted in 3.1) and in particular in the context of

- Involvement/Collaboration – this report is the result of a detailed and thorough consultation process.
- Long Term – this proposal as evidenced above produces long term benefits for the

- school learners and the community in general.
- Prevention – the proposal supports a smooth transition from Primary to Secondary School.

6. EQUALITIES IMPLICATIONS

- 6.1 An Equalities Impact Screening has been completed in accordance with the Council's Strategic Equality Plan.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications directly arising from this proposal.

8. PERSONNEL IMPLICATIONS

- 8.1 This will be dependent upon the Staffing structure recommended by the Governing Body.

9. CONSULTATIONS

- 9.1 Detailed consultations have taken place, as referred to in the report, and comments have been reflected in the report. The detailed notes of the consultation meetings are available on the Members' portal.

10. RECOMMENDATIONS

- 10.1 Members are asked to consider the report and provide comments as part of the consultation process, prior to the move to Statutory Notice being considered by Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To consult Members on the proposal.

12. STATUTORY POWER

- 12.1 The Schools Standards and Framework Act 1998
 The Learning and Skills Act 2000
 The School Organisation Code. Welsh Government (2013)
 School Standards and Organisation Act 2013

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Appendix 1 – Cabinet 30th November 2016 (Proposed Rhymney 3 – 18 All through School)

Appendix 2 – Estyn Response

Background papers: Notes of Consultation meetings are available on Members Portal and will also be e-mailed to Committee Members :

Drop in session 16 January Rhymney Comprehensive - Pupils and Teachers

Drop in session 16 January Rhymney Comprehensive - Parents

Drop in session 16 January Rhymney Comprehensive - Governors

Drop in session 16 January Rhymney Comprehensive - Community

Drop in session 18 January Pontlottyn Primary - Pupils and Teachers

Drop in session 18 January Pontlottyn Primary - Parents

Drop in session 18 January Pontlottyn Primary - Governors

Drop in session 30 January Abertysswg Primary - Pupils and Teachers

Drop in session 30 January Abertysswg Primary - Parents

Drop in session 30 January Abertysswg Primary - Community

Drop in session 30 January Abertysswg Primary – Governors



CABINET – 30TH NOVEMBER, 2016

SUBJECT: PROPOSED RHYMNEY 3-18 ALL THROUGH SCHOOL

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To seek approval from Members to commence a consultative process to establish a Rhymney 3 -18 school.

2. LINKS TO STRATEGY

- 2.1 The report links directly to the Education for Life, sustainability and regeneration strategies, particularly in the context of provision of modern fit for purpose teaching and learning environments.
- 2.2 The report contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular, as follows :
- A prosperous Wales as it details improved outcomes for learners, and reduces impact of poverty if people are able to gain skills to gain employment.
 - A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and.
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

3. THE REPORT

- 3.1 The Council is committed to developing and establishing innovative approaches to teaching and learning. This includes securing better outcomes through increased continuity in pupil learning and a joined-up strategy to learning, pastoral care and support.
- 3.2 Meetings took place in the summer term 2016 with representatives of the following :-
- Governors of Abertysswg Primary, Pontlloyn Primary and Rhymney Comprehensive Schools
 - Local Council Members
 - Senior officers of Caerphilly County Borough Council.

Those present supported the proposal of establishing the Rhymney 3-18 school.

- 3.3 It is now proposed that the Council seeks to establish a Rhymney 3-18 school. The new 3 -18 school would incorporate the new Abertysswg/Pontlottyn Primary School and the existing Rhymney Comprehensive on their sites. No additional build is proposed specifically for this proposal.
- 3.4 To progress this proposal, the Council is required to carry out a statutory consultation process. A consultation document will be produced and circulated widely to provide an opportunity for stakeholders to contribute to this process.
- 3.5 The proposed timescales for the statutory process are outlined in Appendix 1.
- 3.6 It is envisaged the consultation process will take place over a 6 week period commencing 3rd January and ending 16th February, 2017. There are a number of consultation events proposed where the proposal will be explained and allow questions. These details will be included within the consultation document.
- 3.7 Following consultation, CCBC's Cabinet will consider the views expressed and then decide whether to proceed with the proposal. If the decision is taken to proceed, a statutory notice will be published. The statutory notice will last for 28 days from the date of notice and enables people to express their views in the form of supporting or objecting to the proposal.
- 3.8 CCBC's Cabinet will make the final decision whether to proceed, unless the decision is called in for review by the Welsh Government, e.g. a governing body refers the proposal to Welsh Ministers.

4. EQUALITIES IMPLICATIONS

- 4.1 Impact Assessment screening has been completed in accordance with the Council's Strategic Equality Plan and no potential for unlawful discrimination has been initially identified affecting one or more of the target equality groups.
- 4.2 This will require more detailed work as the proposal evolves. An Equalities Impact Assessment will be formulated during the formal consultation process and will evolve through the process to establishing a 3-18 school which is anticipated for 1 January 2018.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 The proposed all through school was developed having regard to long term needs of children and young people, attempting to improve and prevent poor life chances.
- 5.2 The report contributes to the 5 ways of working in the context of a long term strategy and vision, (closely aligning with the principles of the recent Donaldson report and provide a more coherent basis for learning, teaching and assessment); integration approach (more closely aligning the primary and secondary phases) preventing problems occurring or getting worse (improving transition) and collaborating to meet the objectives.
- 5.3 This report contributes to the Well-being Goals and in particular in the context of :
- Corporate planning,
 - Risk management,
 - Workforce planning,
 - Financial planning, and
 - Asset management

6. FINANCIAL IMPLICATIONS

- 6.1 It is anticipated that the formulas of both the primary and secondary schools would be combined to establish the all through school budget. As such, there would be no anticipated change to the level of Council resources and can be met from existing budgets.

7. PERSONNEL IMPLICATIONS

- 7.1 There will be some changes to the staffing of the all through school but these are expected to be minimal. This process will be followed in accordance with the Council's HR policies.

8. CONSULTATIONS

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

9. RECOMMENDATIONS

- 9.1 Members are requested to agree to commence a consultative process to establish a Rhymney 3-18 school.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To seek views in providing continuity in transition and curriculum planning and developing stronger links with other feeder primary schools.

11. STATUTORY POWER

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

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Background Papers: 21st Century Schools files
Council report 23 November 2010 (SOP)
Council report 3 November 2011 (SOP2)
School Organisation Code (2013)

Rhymney 3-18 All Through School

Proposed Timescales

Description	Proposed Date
Cabinet (to seek agreement to commence statutory process)	30 th November 2016
Formal (6 week) Consultation Process	3 rd January 2017 to 16 th February, 2017
Education for Life Scrutiny Committee to consider outcome of consultation process prior to Cabinet consideration.	27 th February, 2017.
Cabinet (to consider the results of the consultation process and decide on way forward)	15 th March, 2017
Publication of Statutory Notice (in the event that Cabinet agree this on 15 th March, 2017)	24 th April 2017 to 21 st May 2017
Final Decision by Cabinet	21 st June, 2017
3-18 All Through School established (in the event that Cabinet agree this on 21 st June 2017)	1 st January, 2018

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Estyn response to the proposal by Caerphilly County Borough Council to establish a Rhymney 3-18 school by extending the age range of Rhymney Comprehensive from 11-18 to 3-18 and incorporating the new Abertysswg/Pontlottyn Primary School.

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortium which delivers school improvement services to the schools within the proposal.

Introduction

This is a consultation proposal from Caerphilly County Borough Council. The proposal is to:

- establish a Rhymney 3-18 school by extending the age range of Rhymney Comprehensive from 11-18 to 3-18 from 1st January 2018;
- incorporate the planned Abertysswg/Pontlottyn primary school within the new school;

Summary/Conclusion

The proposer has provided an appropriate rationale for its proposal to establish an all-through school incorporating Rhymney Comprehensive and the new Abertysswg/Pontlottyn primary school. However, it has not considered in sufficient depth the risks associated with the proposal and how it would manage these. For example, it identifies the challenge of creating a unified vision for the new school and avoiding a two-tier approach but does not indicate how it would address this issue. Furthermore, the proposal does not adequately consider the current quality of leadership and management in the three schools and the standards achieved by pupils.

Although the proposal lacks detail and there are gaps in important areas, it is Estyn's opinion that there is sufficient evidence to suggest that the present standards of education provision in this area will at least be maintained.

Description and benefits

The proposer provides a clear rationale for the proposal. The proposer bases its case on a wide range of arguments. It usefully points to sources of evidence that support the benefits of all-through schools including the Department for Education and Skills in England and the National College of School Leadership. The proposer argues reasonably that the changes would lead to a continuity in provision that avoids a potential dip in pupil performance when pupils transfer from one school to another. Furthermore, the proposer asserts that organisational benefits arise from the new arrangement through the opportunity to share expertise and resources across year groups and key stages. The proposer considers appropriately the benefits of the proposal in assisting the implementation of curriculum reform as outlined in Professor Graham Donaldson's Successful Futures report. It maintains that all through schools align well with the report's proposed removal of phases and key stages and break down the distinction between what happens in primary and secondary schools and the various key stages.

The proposer reasonably assumes that the combining of the budgets for the existing schools will allow the new school to use its budget more effectively to achieve economies of scale. The proposer does not envisage any changes to home to school transport as a result of the proposal.

Overall, the proposer provides strong arguments in favour of the proposal. However, the proposal document does not outline the disadvantages of the proposed changes in sufficient depth or discuss the alternative of maintaining the new combined Abertysswg/Pontlottyn primary school and Rhymney Comprehensive School as separate bodies. Similarly, whilst the proposal indicates clearly a number of associated risks, it does not indicate how it would manage these other than to suggest that the proposer would develop a risk matrix to address these challenges if the proposal proceeds.

The proposer considers the current number of students attending Rhymney Comprehensive School and its feeder primary schools including the existing Abertysswyg and Pontlottlyn schools. It also considers the projected pupil numbers for these schools over the next five years. However, the proposer does not consider in sufficient detail the effect of the proposal on the total number of surplus places in the area nor how the proposal may reduce or increase this figure.

Educational aspects of the proposal

The proposer has sufficiently considered the impact of the proposal on the quality and breadth of provision. It argues appropriately that the proposal would increase opportunities for an uninterrupted education, enabling the school to develop pupils' skills without the negative impact of transition between key stages. It asserts,

reasonably, that the new arrangements would allow teachers to develop consistent approaches to teaching and learning across the age ranges and to share specialist staff and curriculum expertise that would benefit pupil progress. Furthermore, the proposer argues that the establishment of an all-through school will allow teachers to better track the progress of pupils from entry at the age of three to leaving at sixteen or eighteen.

The proposer makes appropriate reference to the outcomes of the existing schools' most recent Estyn inspections and any follow up activity. The proposer considers the National School Categorisation support category of all three schools. However, it does not examine in sufficient detail the current improvement capacity of the three schools or indicate in enough depth the impact of the proposals on leadership and management overall. The proposer has not provided a data analysis of the schools involved in the proposal.

The proposer has undertaken an impact assessment that considers community, Welsh language and equality issues. However, the outcomes of this activity are not included within the proposal document. The proposer considers broadly its expectations for pupils with additional learning needs. However, it does not outline in sufficient detail the implications of the proposal for pupils with additional learning needs.

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