

Pecyn Dogfennau Cyhoeddus

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

Ty Penallta,
Parc Tredomen,
Ystrad Mynach,
Hengoed CF82 7PG



www.caerphilly.gov.uk
www.caerffili.gov.uk

Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Amy Dredge
(Rhif Ffôn: 01443 863100 E-bost: dredge@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 20 Medi 2017

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 26ain Medi, 2017** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Mae croeso i chi ddefnyddio'r iaith Gymraeg yn y cyfarfod, a dylid rhoi cyfnod rhybudd o 3 diwrnod gwaith os ydych yn dymuno gwneud hynny. Bydd cyfieithu ar y pryd yn cael ei ddarparu ar gais.

Yr eiddoch yn gywir,

Chris Burns
PRIF WEITHREDWR DROS DRO

AGENDA

Tudalennau

1 I dderbyn ymddiheuriadau am absenoldeb

2 Datganiadau o Ddiddordeb.

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

I gymeradwyo a llofnodi'r cofnodion canlynol:-

3 Cynhaliwyd y Pwyllgor Craffu Addysg Gydol Oes ar 11eg Gorffennaf 2017.

1 - 6

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

A greener place Man gwyrddach



5	I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet.	
6	Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes.	7 - 20
7	I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:-	
	1. Ysgol Rhymni 3-18: Canlyniad o'r Hysbysiad Statudol	
	2. Cau Canolfan Adnoddau Arbenigol Cyfnod Allweddol 3 ar gyfer plant gydag Anawsterau Ymddygiadol, Emosiynol a Chymdeithasol yn Ysgol Trecelyn: Canlyniad y Broses Ymgynghori Ffurfiol	
<p>*Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â 01443 863100 erbyn 10.00 a.m. ar Dydd llun 25ain mmedi 2017.</p>		
I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-		
8	Crynodeb o Ganlyniadau Arolygon Estyn o dan y Fframwaith Arolygu Cyffredin (CIF) newydd - Medi 2016 i Orffennaf 2017.	21 - 30
9	Cyrhaeddiad Disgyblion yn y Cyfnod Sylfaen, Cyfnod Allweddol 2 a Chyfnod Allweddol 3 - 2017	31 - 44
10	Datblygiad o Wasanaeth Synhwyrdd a Chyfathrebu Cyfun (SENCOM).	45 - 70
11	Cynigion Band B Ysgolion yr 21ain Ganrif.	71 - 80

Cylchrediad:

Cynghorwyr C. Andrews, J. Bevan, P.J. Bevan, A. Collis, S. Cook, W. David (Cadeirydd), A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver (Is Gadeirydd), Mrs T. Parry, J.E. Roberts, R. Saralis a R. Whiting

Aelodau Cyfetholedig:

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

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

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)
Mrs J. Havard (NUT) a Mrs P. Ireland (NUT)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol



PWYLLGOR CRAFFU ADDYSG GYDOL OES

COFNODION Y CYFARFOD A GYNHALIWYD YN NHŶ PENALLTA, YSTRAD MYNACH DYDD MAWRTH, 11EG

YN BRESENNOL:

Y Cynghorydd W. David – Cadeirydd

Cynghorwyr:

Mrs C. Andrews, A. Collis, S. Cook, A. Farina-Childs, D. Havard, M.P. James, Mrs B. Miles, Mrs T. Parry, J. Roberts, R. Saralis a R. Whiting.

Ar y cyd gyda:

K. Cole (Prif Swyddog Addysg), S. Richards (Prif Swyddog Cyllid), Sarah Ellis, (Rheolwraig Cynhwysiant ac Anghenion Dysgu Ychwanegol), H. West (Rheolwraig Tîm - Gwasanaethau Cynhwysiad), J. Southcombe (Rheolwraig Gwasanaethau Ariannol - Addysg), C. Forbes-Thompson (Interim Head of Democratic Services), T. Rawson (Cyfreithiwr), C. Evans (Swyddog Gwasanaethau Pwyllgor).

Hefyd yn Bresennol:

Y Cynghorydd P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad).

Aelodau Cyfetholedig: Mr R. Morgan (Rhiant Lywodraethwr), Mrs P.J. Ireland (Undeb Cenedlaethol yr Athrawon), M. Western (Cynrychiolydd Comisiwn Archdiocesaid Eglwys Uniongred Rwsia Caerdydd dros Addysg).

1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb oddi wrth y Cynghorwyr J. Bevan, P.J Bevan, D. Hardacre, Mrs G. Oliver, Mr M. Barry (Rhiant Lywodraethwr).

2. CROESO

Croesawodd y Cadeirydd Mr Jenkins, Pennaeth Cynorthwyol Ysgol Cwm Rhymni i Gyfarfod y Pwyllgor Craffu.

3. DATGANIADAU O DDIDDORDEB

Ni chafwyd unrhyw ddatganiadau o ddiddordeb ar y dechrau nac yn ystod y cyfarfod.

4. COFNODION – 7FED MEHEFIN 2017

PENDERFYNWYD cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg am Oes a gynhaliwyd ar 7fed Mehefin 2017 (rhifau cofnodion 1-11) fel cofnod cywir a'u llofnodi gan y Cadeirydd.

5. YSTYRIED UNRHYW FATER A GYFEIRIWD I'R PWYLLGOR CRAFFU YN UNOL Â'R WEITHDREFN GALW I MEWN

Ni chyfeiriwyd unrhyw faterion i'r Pwyllgor Craffu yn unol â'r weithdrefn galw i mewn.

6. ADRODDIAD YR AELOD CABINET

Dyweddodd y Cynghorydd P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad) i'r Pwyllgor Craffu am ei phresenoldeb, ynghyd â'r Dirprwy Arweinydd a'r Maer, yn nigwyddiad cerddoriaeth Gwent Vibe ac roedd yn falch o gyflwyno gwobrau i 3 o ddysgwyr Caerffili.

Rhoddodd yr Aelod Cabinet a'r Pwyllgor adborth cadarnhaol am yr ymweliad a gynhaliwyd yn Ysgol Uwchradd Islwyn, gan nodi bod yr ysgol yn adnodd ardderchog ac yn arbennig, roedd yr Aelodau'n falch o nodi diffyg tagfeydd yn yr ysgol, o ganlyniad i'r system reoli traffig sydd yn ei lle, lle gofynnir i rieni sy'n casglu mewn car, i gasglu disgyblion 10 munud ar ôl diwedd y diwrnod ysgol a gallant yrru i'r adeilad.

Gofynnodd Aelod am ragor o wybodaeth am y cynnydd a wnaed yn unol â blaenoriaeth y Fforwm Ieuenctid ar gyfer Iechyd Meddwl. Esboniodd swyddogion bod y maes hwn bellach dan ofal y tîm Ysgolion Iach. Nodwyd y gall nifer o feysydd megis Camddefnyddio Sylweddau gael effaith ar Iechyd Meddwl ac mae'n bryder cynyddol ar draws y fwrdeistref. Mae gwaith sylweddol wedi'i wneud i gasglu gwybodaeth gan ysgolion, yr heddlu a'r sector wirfoddol ac mae angen ymateb mwy brys yn y maes hwn.

Yn dilyn y diweddariad, cytunodd y Pwyllgor Craffu fod yr Aelod Cabinet yn darparu cylchlythyr i'r Pwyllgor.

Diolchodd y Cadeirydd i'r Aelod Cabinet am ei hadroddiad.

7. RHAGLEN WAITH Y DYFODOL Y PWYLLGOR CRAFFU ADDYSG AM OES

Cyflwynodd y Pennaeth Gwasanaethau Democrataidd Dros Dro yr adroddiad a oedd yn amlinellu Rhaglen Gwaith i'r Dyfodol y Pwyllgor Craffu Addysg am Oes drafft o fis Mehefin 2017 hyd at fis Gorffennaf 2017.

Gofynnwyd i'r Aelodau nodi bod gweithdy wedi'i drefnu ar gyfer y Pwyllgor Craffu Addysg am Oes ar 17eg Gorffennaf, lle gofynnir i'r Aelodau ystyried eitemau ar gyfer y Rhaglen Waith i'r Dyfodol am y 12 mis nesaf, ond gwahoddwyd yr Aelodau i e-bostio unrhyw awgrymiadau neu sylwadau i'r Pennaeth Gwasanaethau Democrataidd Dros Dro Gwasanaethau Democrataidd cyn y gweithdy, pe baent yn teimlo y byddai'n ddefnyddiol.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

Penderfynwyd y dylid cymeradwyo'r rhaglen waith a atodir i'r adroddiad yn amodol ar unrhyw newidiadau a wnaed yn y gweithdy

8. ADRODDIADAU'R CABINET

Ni chafodd adroddiad y Cabinet a restrir ar yr agenda ei alw ymlaen i'w drafod yn y cyfarfod.

ADRODDIADAU'R SWYDDOGION

Rhoddwyd ystyriaeth i'r adroddiadau canlynol.

9. DIOGELU

Rhoddodd yr adroddiad ddiweddariad i'r Aelodau ar y cynnydd a wnaed mewn perthynas â Diogelu mewn Addysg.

Nodwyd bod Diogelu yn flaenoriaeth o fewn y Gyfarwyddiaeth ac mae wedi parhau i fod yn sail i bob gweithgaredd ym mhob cynllun allweddol. Mae'r Awdurdod Lleol (ALI) yn gweithio gyda Gwasanaethau Plant, ysgolion, rhieni, Consortiwm De Ddwyrain Cymru (CDDC), y Gwasanaeth Cyrhaeddiad Addysg a phartneriaid eraill i sicrhau bod ymagwedd gadarn tuag at drefniadau diogelu.

Mae gan yr ALI rôl ganolog mewn gweithgareddau diogelu ar lefel genedlaethol, ranbarthol a lleol. Mae hyn yn sicrhau bod polisi ac ymarfer yn hyddysg iawn. Yn unol â chanllawiau statudol, mae gan bob ysgol a lleoliad Person Hŷn Dynodedig (PHD) ar gyfer Amddiffyn Plant.

Yn ogystal â darparu cyngor a chymorth da, mae yna raglenni diogelu effeithiol yn ymwneud â hyfforddiant, fforymau ymarferwyr ac archwiliad. Mae adroddiadau arolygu ysgolion Estyn yn nodi bod yna bolisiau a gweithdrefnau diogelu priodol mewn ysgolion yng Nghaerffili.

Mae trefniadau monitro cadarn ar waith mewn perthynas â chraffu ar ffurflenni ymyrraeth gorfforol. Mae hyn yn sicrhau bod yr ALI yn arfer ei ddyletswydd gofal mewn perthynas â disgyblion ac aelodau staff. Mae craffu ar y data yn dangos bod tuedd i lawr wedi bod yn nifer yr achosion o ymyrraeth gorfforol mewn ysgolion a chanolfannau adnoddau arbenigol ers 2011/12.

Mae systemau cadarn ar waith ynglŷn â chofnodi a monitro digwyddiadau gwahaniaethol. Diweddarir y canllawiau i adlewyrchu unrhyw gategoriâu newydd wrth iddynt gael eu diffinio. Mae Stonewall wedi cydnabod bod yr ALI yn datblygu arferion da yn y maes hwn.

Croesawodd y Pwyllgor Craffu Mr Jenkins, Pennaeth Cynorthwyol Ysgol Cwm Rhymni, a roddodd gyflwyniad ar Ddiogelu a Sut mae Ysgolion yn Cadw Plant yn Ddiogel.

Nododd yr Aelodau bod nifer o bolisiau ar waith er mwyn Diogelu plant, sy'n cynnwys Gweithdrefnau Amddiffyn Plant Cymru Gyfan 2008, Cadw Dysgwyr yn Ddiogel 2015 a Pholisi Corfforaethol Caerffili. O fewn pob ysgol, mae Swyddogion Diogelu dynodedig sydd wedi derbyn hyfforddiant uwch Bwrdd Diogelu Plant De Ddwyrain Cymru. Yn ogystal, mae pob aelod o staff o fewn ysgolion yn cael hyfforddiant achrededig bob 3 blynedd ar faterion cyfredol ac sy'n dod i'r amlwg.

O fewn CBS Caerffili mae systemau ar waith i sicrhau bod pob ysgol yn cael ei harchwilio a'i chefnogi gan y Tîm Diogelu Addysg, bod Ffeiliau Cofnodion Diogelu Unigol yn cael eu diweddarau a bod cadw a throsglwyddo Cofnodion Diogelu yn hollbwysig pan fydd disgyblion yn trosglwyddo i ysgolion eraill. Yn ychwanegol, mabwysiadwyd dull amlasiantaethol ar gyfer ymgynghori ag asesiadau risg a chynadleddau.

Gofynnwyd i'r Aelodau nodi bod Cyfathrebu yn ffactor pwysig iawn o ran Diogelu. Mae staff yn cael eu diweddarau'n rheolaidd ar sail 'angen gwybod', er mwyn osgoi achosion o dorri Diogelu Data. Defnyddir ffynonellau cyfathrebu fel e-bost yn effeithiol a sefydlwyd cysylltiadau agos gydag asiantaethau eraill megis Gwasanaethau Plant (Gwasanaethau Cymdeithasol), yr Heddlu, Gwasanaeth Troseddau Ieuenctid ac Iechyd ac mae digwyddiadau dewisol yn cael eu hadrodd yn rheolaidd i'r Awdurdod Lleol.

Diolchodd y Pwyllgor i Mr Jenkins am ei gyflwyniad a gwahoddodd H. West (Rheolwr Tîm -

Gwasanaethau Cynhwysiad) i ddarparu unrhyw wybodaeth bellach.

Roedd yr aelodau'n falch o nodi bod Diogelu yn cael ei gefnogi'n dda iawn ar Lefel Gorfforaethol, yn cael digon o adnoddau a bod Caerffili wedi cael ei chydabod am arferion gorau. Esboniodd swyddogion, wrth i dechnoleg symud yn ei blaen a chyda'r cynnydd yn y defnydd o'r Cyfryngau Cymdeithasol, fod seiber-fwlio yn fater go iawn ac o ganlyniad, mae angen i staff gael hyfforddiant digonol er mwyn delio â'r amgylchedd newidiol hwn. Bellach, mae pob Aelod o staff wedi'u hyfforddi mewn ysgol ac mae prosesau ar waith gydag asiantaethau i sicrhau bod staff asiantaeth hefyd wedi'u hyfforddi. Yn ogystal, nododd yr Aelodau fod hyfforddiant Diogelu hefyd yn cael ei ddarparu i'r Hebryngwyr Ysgol, oherwydd ar ôl trafodaeth gyda myfyrwyr, penderfynwyd bod disgyblion yn teimlo'n gyfforddus yn siarad â'r "ddynes lolipop" petai ganddynt unrhyw bryderon.

Gofynnodd yr Aelodau am ragor o wybodaeth am y System Archwilio sydd ar waith ar hyn o bryd. Tynnodd y swyddogion sylw at y ffaith bod staff, yn dilyn adolygiad achos difrifol, wedi mynychu ysgol leol i gasglu gwybodaeth berthnasol a darganfuant ddiffyg mewn rheoli ffeiliau a chofnodi a storio gwybodaeth yn gywir. As a result, the whole system was reviewed, information stored accurately, and relevant information shared where necessary. Yn dilyn hyn, datblygwyd polisi gyda chanllawiau clir i gynorthwyo ysgolion i storio a rheoli'r wybodaeth disgyblion sydd ganddyn nhw yn gywir, a chynhelir archwiliadau rheolaidd er mwyn sicrhau y cedwir at hyn.

Gofynnodd Aelod am ragor o wybodaeth am nifer y datgeliadau a wnaed ac a fu cynnydd neu a oedd tueddiadau yn cael eu cydnabod. Esboniodd swyddogion nad yw data yn cael eu casglu ar ddatgeliadau. Mae nifer o weithdrefnau ar waith er mwyn darparu plant â manau diogel yn yr amgylchedd dysgu ac annog disgyblion i deimlo'n gyfforddus i ddatgelu unrhyw faterion neu bryderon gyda'r staff a bod mesurau priodol ar waith i gynorthwyo disgyblion a delio'n briodol â'r mater.

Trafododd yr Aelodau heriau a nodwyd bod nifer o heriau o fewn Diogelu, sy'n cynnwys dibyniaeth gynyddol ar TG, ar gyfer risgiau wrth gefn, diogelu data a seiber-fwlio. Mae polisiâu a gweithdrefnau manwl ar waith er mwyn rhoi arweiniad i ysgolion ar Ddiogelu, ond mae hyfforddiant yn elfen allweddol o sicrhau bod staff yn ymwybodol o'r prosesau, yn ogystal, nododd yr Aelodau bwysigrwydd o Lywodraethwyr yn derbyn hyfforddiant Diogelu.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhellion yn yr adroddiad yn cael eu cymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo:

PENDERFYNWYD am y rhesymau a gynhwysir yn adroddiad y Swyddogion:

- (i) i nodi'r adroddiad;
- (ii) dylid darparu Adroddiad Diogelu blynyddol i'r Pwyllgor Craffu Addysg er gwybodaeth.

10. CYNLLUN ARIANNOL AR GYFER ADDYSG A DYSGU GYDOL OES 2017/18

Rhoddodd yr adroddiad fanylion i'r Aelodau am y Cynllun Ariannol ar gyfer Addysg a Dysgu Gydol Oes ar gyfer 2017/18 a sut y dyrannwyd cyfanswm cyllideb y Gyfarwyddiaeth ar gyfer y flwyddyn ariannol.

Atgoffwyd yr Aelodau bod Setliad Ariannol Llywodraeth Leol terfynol 2017/18 a gyhoeddwyd ar 21ain Rhagfyr 2016 yn dangos cynnydd yn y Gronfa Gyfunol Allanol o £0.326m (0.12%) ar gyfer CBS Caerffili. Er bod yr Setliad Terfynol wedi arwain at gynnydd mewn arian parod ar gyfer CBS Caerffili, ar ôl addasu ar gyfer cyfrifoldebau newydd a grantiau a drosglwyddir i mewn ac allan o'r setliad, mae'r sefyllfa newydd yn gostyngiad ariannol effeithiol o £0.342m.

O ganlyniad i'r setliad ariannol, cytunwyd ar becyn o gynilion o £9.046m i alluogi'r Cyngor i

ddarparu cyllideb gytbwys ar gyfer y flwyddyn ariannol 2017/18 ac yn rhannol i gynorthwyo i gyflawni cyllideb gytbwys yn 2017/18. Fel rhan o'r £9.046m, roedd yr arbedion penodol ar gyfer Addysg a Dysgu Gydol Oes yn £867k.

Mae cyllideb gymeradwy 2017/18 ar gyfer Addysg a Dysgu Gydol Oes yn cyfateb i £125m.

Fel rhan o broses cyllideb yr Awdurdod, mae'r Gyfarwyddiaeth wedi rhoi codiad cyllidebol o 1.2% (cyfartaledd pwysol) ar gyfer costau dyfarnu cyflog posibl, ynghyd â chynnydd ar gyfer y cyflog byw a chynnydd o 1.6% ar gyfer chwyddiant nad yw'n gysylltiedig â thâl. Yn ogystal, rhoddwyd codiad cyllidebol hefyd i ariannu'r Ardoll Brentisiaeth o 0.5% ar gostau cyflogres (a gyflwynwyd gan Lywodraeth y DU o fis Ebrill 2017) a thaliad Gwyliau Ychwanegol ar gyfer staff sy'n gweithio oriau amrywiol. Ni chynhwysir Athrawon a staff eraill yn yr ysgol yn y codiadau hyn. Yn ogystal, dyrannwyd 1.25% o dwf cyllidebol i Ysgolion (£1.334m). Bydd angen i'r Cyllidebau Ysgolion Unigol (£ 99m a ddirprwyir yn uniongyrchol drwy'r fformiwla a £4m grant Ôl-16 a grant cymorth referniw a ariennir) ariannu unrhyw gyflog, pris a phwysau eraill sy'n gysylltiedig â thwf o fewn y gyllideb gyfyngedig.

Mae Cynllun Ariannol Tymor Canolig ar gyfer Ysgolion wedi'i ddiweddarau wedi'i gynnwys yn yr Adroddiad i'r Cyngor. Mae'r diweddariad hwn yn tybio y bydd ysgolion yn derbyn codiad blynyddol mewn cyllid o 1.25%, ond bydd hyn yn destun adolygiad wrth i ofynion arbedion gael eu cadarnhau. Ar hyn o bryd mae diffyg o 0.28% ar gyfer 2017/18, 0.35% ar gyfer 2018/19, 0.48% ar gyfer 2019/20, 0.35% ar gyfer 2020/21 a 0.47% ar gyfer 2021/22.

Yn gyfan gwbl, mae cyllideb net y Gyfarwyddiaeth ar gyfer 2017/18 yn £125m (ac eithrio Dosraniadau Gwasanaeth Cefnogi Canolog), y mae £103m (sy'n cynnwys £4 miliwn o gyllid Ôl-16) yn ffurfio'r Cyllidebau Ysgolion Unigol.

Diolchodd y Pwyllgor Craffu i'r Swyddogion am yr adroddiad ac aeth y drafodaeth ymlaen.

Wrth nodi'r adroddiad, gofynnodd yr Aelodau am ragor o wybodaeth am yr arbedion dim effaith o £867k. Esboniodd swyddogion fod yr arbedion hyn wedi'u cyflawni drwy ailstrwythuro a newidiadau i'r ffordd y mae'r gwasanaethau'n gweithio; rheoli swyddi gwag, drwy beidio â disodli staff mewn rhai swyddi gwag mewn meysydd fel gweinyddiaeth a gwasanaethau llyfrgelloedd; lleihau dyraniadau cyllideb a gostyngiadau a gyflawnir gan y Gwasanaeth Cyrhaeddiad Addysg. Fe'i cadarnhawyd mai'r term "dim effaith" yw ymadrodd corfforaethol sy'n berthnasol i gynilion sydd â dim effaith ar y cyhoedd.

Trafododd yr Aelodau bwysau cyllidebol gan Addysg y tu Allan i'r Ysgol, sydd wedi dangos gorwariant a gofynnodd am ragor o wybodaeth ynghylch sut y gellir darparu'r rhain yn y dyfodol. Sicrhawyd yr Aelodau bod y gorwariant penodol hwn yn un unwaith fel buddsoddiad mewn darpariaeth i leihau'r arian sy'n mynd yn ei flaen. Mae'r costau cyllidebol hyn yn cyfeirio at ddarpariaeth y tu allan i'r sir ar gyfer plant ag anghenion penodol na ellir ei darparu y tu mewn i'r fwrdeistref, mae gwaith ar y gweill i ddarparu ymyrraeth gynharach lle bo modd er mwyn lleihau'r ymrwymiad hirdymor.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhellad yn yr adroddiad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD nodi cynnwys yr adroddiad.

11. EDUCATION & LIFELONG LEARNING GRANTS 2017-18

Rhoddodd yr adroddiad fanylion i'r Aelodau am y cyllid grant sydd ar gael i'r Gyfarwyddiaeth Addysg a Dysgu Gydol Oes yn 2017-18.

Manylodd yr adroddiad y cyllid grant sydd ar gael ar hyn o bryd, fodd bynnag, nodwyd y gellid darparu grantiau pellach yn ystod y flwyddyn, yn amodol ar ffynonellau cyllid newydd neu ganlyniad llwyddiannus bidiau.

Rhoddodd yr adroddiad ddisgrifiad cryno o bwmpas y cyllid grant a amlinellwyd manylion pellach yn yr atodiad i'r adroddiad.

Diolchodd yr Aelodau i'r Swyddog am yr adroddiad ac aeth y drafodaeth ymlaen.

Ar ôl ystyried yr atodiad yn fanwl, gofynnodd yr Aelodau am ragor o wybodaeth am newidiadau sylweddol o fewn y Cyllid Grant a dderbyniwyd. Amlinellodd y swyddogion fod lefelau cyffredinol y grantiau a dderbyniwyd ar gyfer 2017/18 wedi aros yn sefydlog, gyda'r newid mwyaf arwyddocaol yn y gostyngiad yng Ngyllid Cymunedau yn Gyntaf. Fodd bynnag, mae hyn wedi ei wrthbwyso gan Grant Gweithredydd Cynnar Gweithredu Cynnar y Cynnig Gofal Plant, a dderbyniwyd. Fodd bynnag, gofynnwyd i'r Aelodau nodi bod gan lawer o'r grantiau amodau a thelerau ynghlwm a gallant fod yn ddarostyngedig i gyllid gael ei "ad-dalu'n ôl" pe na bai arian yn cael ei ddefnyddio na thelerau ac amodau na chânt eu cadw atynt.

Cynhaliwyd trafodaeth bellach o gwmpas Grant Gweithredydd Cynnar y Cynnig Gofal Plant, sy'n darparu cyllid i alluogi'r Awdurdod i baratoi a chyflwyno'r cynnig gofal plant yn gynnar ar draws ardal Dwyrain Canolbarth y Cymoedd o fis Medi 2017. Nododd yr Aelodau y bydd y cynllun ar gael i rieni sy'n gweithio yn yr ardal hon a darparu hyd at 30 awr o ofal plant ac addysg gynnar am hyd at 48 wythnos y flwyddyn ar gyfer rhieni sy'n gweithio gyda phlant 3 a 4 oed. Rhagwelir y bydd cyllid ar gyfer y cynllun ar gael am sawl blwyddyn ac y gallai cam 2 gynnwys gweddill y Fwrdeistref, neu Fwrdeistrefi eraill ledled Cymru.

Gofynnodd Aelod am ragor o wybodaeth am y dyraniad o gyllid ysgol a Grantiau Anghenion Dysgu Ychwanegol. Esboniodd y swyddogion nad oedd Grant Anghenion Dysgu Ychwanegol bellach, fodd bynnag, byddai Llywodraeth Cymru yn dyrannu cyllid yn seiliedig ar ddyraniad Prydau Ysgol am Ddim yn yr ysgol. Rôl y Pennaeth fyddai gwneud y gorau o'r arian sydd ar gael i'r ysgolion a rôl y Corff Llywodraethol fyddai i herio'r dyraniad hwn, pe na baent yn fodlon bod anghenion y disgyblion a'r ysgol yn cael eu diwallu.

Trafododd yr Aelodau Grantiau a neilltuwyd drwy'r Corff Grant Ewropeaidd a gofynnodd am ragor o wybodaeth am y goblygiadau ariannu o ganlyniad i Brexit. Sicrhaodd y Swyddogion yr Aelodau fod y cyllid wedi cael ei neilltuo gan Lywodraeth y DU a'i ddyrannu yn ôl drwy Fformiwla Barnett, felly ni fyddai unrhyw effaith o ganlyniad i Brexit.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD nodi cynnwys yr adroddiad.

Terfynwyd y cyfarfod am 8.15 p.m.

Wedi'i gymeradwyo fel cofnod cywir ac yn ddarostyngedig i unrhyw ddiwygiadau neu gywiriadau a gytunwyd a'u cofnodi yng nghofnodion y cyfarfod a gynhaliwyd ar 26 Medi 2017 fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH SEPTEMBER 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 7th June 2017 and workshop held on 17th July 2017. The work programme outlines the reports planned for the period September 2017 to July 2018.

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
Keri Cole, Chief Education Officer

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.

Appendix 2 Cabinet Work Programme.

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 26th September 2017			
Subject	Purpose	Key Issues	Witnesses
Summary of Estyn Inspection Outcomes under the new Common Inspection Framework (CIF)	This report will give an overview of inspections in the academic year 2016-17 and will compare the profile to previous years.		Keri Cole – Chief Education Officer Primary School Head Teacher
Pupil Attainment at Foundation Phase, Key Stage 2 and Key Stage 3 2017	To outline the LA's performance in all key indicators at Foundation Phase KS2 and KS3 from 2017.		Keri Cole – Chief Education Officer
The Development of a Combined Sensory and Communication Service (SENCOM)	To provide members with information on the proposed transfer of Sensory and Communication Staff from Caerphilly to Torfaen		Keri Cole – Chief Education Officer
21st Century Schools Band B Proposals	To provide information on the 21st Century Schools Programme and present options for a cross party working group.		Sue Richards

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme – September 2017- July 2018			
Meeting Date: 7th November 2017			
Subject	Purpose	Key Issues	Witnesses
Targets 2017-18			Keri Cole – Chief Education Officer Invite Secondary School Head Teacher
Elective Home Education			Keri Cole – Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 9th January 2018			
Subject	Purpose	Key Issues	Witnesses
Junior and Youth Forum Priorities	The Youth Forum will present their priorities following their conference. They will explain how they think Members can give support.		Representation from the Junior and Youth Forum
Behaviour Strategy			
EAS Business Plan	To update Members on the progress within the EAS Business Plan.		Representatives from the EAS
21st Century Schools	Receive periodic updates, as appropriate to consider key milestones.		Sue Richards (Possible Site Visit Rhymney 3-18 School)

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 26th February 2018			
Subject	Purpose	Key Issues	Witnesses
Performance – Key Stage 4 and 5 – 2017	To outline the LA's performance in all key indicators at KS4 and 5 from 2017.		Invite Secondary Phase Head Teacher
Education Capital	Consider recommendations for the allocation of resources for the 2018/19 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 2018-19 Education capital programme.	
21st Century Schools Update	Receive periodic updates, as appropriate to consider key milestones		Sue Richards

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 24th April 2018			
Subject	Purpose	Key Issues	Witnesses
Youth Service Update			Youth Service User
Education Strategy			Keri Cole – Chief Education Officer
Support for Mental Health for Children and Young People			

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 22nd May 2018			
Subject	Purpose	Key Issues	Witnesses
Attendance and Exclusions	To update Members on the most recent statistical releases and outline the current position in comparative terms.		Head Teacher Keri Cole – Chief Education Officer
Service Improvement Plan	To review 2017/18 and agree 2018/19 main SIP themes/priorities.		Keri Cole – Chief Education Officer
Childcare Offer for Wales Early Implementer Update			Keri Cole – Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme – September 2017- July 2018			
Meeting Date: 3rd July 2018			
Subject	Purpose	Key Issues	Witnesses
Education Other than at Schools (EOTAS)			Representative from a Programme Provider
Additional Learning Needs Reform Update			

Education for Life Scrutiny Committee Forward Work Programme

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses

Cabinet Forward Work Programme

20TH SEPTEMBER 2017	Key Issues	Service Area
Anti Money Laundering and Anti Fraud Polices	To seek Cabinet approval of update policies in relation to Anti-Fraud, Bribery and Corruption and Anti-Money Laundering	Corporate Finance
Demolition of Oakdale and Pontllanfraith Comprehensive Schools	The report seeks to progress the demolition of the now vacant school buildings on the Oakdale and Pontllanfraith Comprehensive School sites.	Property Services
Community Centre Management Committees - CCBC Representation	The report seeks approval of the nominations for Member representation upon the Council's Community Centre Management Committees.	Community & Leisure Services
Proposals to Commence a Consultation Exercise to Close Pontllanfraith Leisure Centre	To seek Cabinet approval to commence the closure of Pontllanfraith Leisure Centre in conjunction with the opening of Islwyn High School and support the sale and development of the Pontllanfraith High School / Leisure Centre campus.	Community and Leisure Services
4TH OCTOBER 2017	Key Issues	Service Area
Active Travel Integrated Network Map	The Cabinet report will seek endorsement of the Active Travel Integrated Network Map prior to submission to the Welsh Government in November 2017 in order to meet the Council's statutory obligations.	Housing
Annual Performance Report 2016/17	The Annual Performance Report is a statutory requirement and an important part of the Council's Performance Framework. The Council is required to assess its own performance and provide the public with a balanced picture of that performance. In addition, the report must also show how the Council performed against the Well-being Objectives.	Public Protection
Phasing Out of Communities First, Proposals for Revised Welsh Government Priorities and Associated Staff Re-Structure.	The report details the phasing out of Communities First between 1st April 2017 and 31st March 2018 within a 30% budget cut, and the proposals for a new programme model from 1st April 2018 to 31st March 2022 within a designated budget not yet confirmed by Welsh Government.	Community Regeneration
Risca - Tesco Development Section 106 Agreement - Commitment of Funding	To outline and agree the priority projects to be implemented via the S106 funding resulting from the Tesco development.	Engineering

Cabinet Forward Work Programme

18TH OCTOBER 2017	Key Issues	Service Area
Car Salary Sacrifice Scheme	To advise Cabinet of the implications of HMRC changes in relation to the treatment of tax and national insurance for the Car Salary Sacrifice Scheme and to make appropriate recommendations on the future of the Scheme.	Human Resources
Proposal for the Development of a Combined Sensory and Communication Service (SENCOM) Made Up of the Visual Impairment (VI) Service, Hearing Impairment (HI) Service and the Communication Intervention Team.	The report sets out the consultation and project group activities undertaken to scope and develop an action plan to combine the Visual Impairment Service, the Hearing Impairment Service and the Communication Intervention Team, under a single employer and governance structure operated by Torfaen CBC	Education
Data Protection Reform Report	To update Members on changes to Data Protection regulations. To make Members aware of changes to Data Protection regulations and the penalties incurred for any breaches.	Information Governance
Children's burial fees	To present Cabinet with a report on Children's Burial Fees.	Environment

1ST NOVEMBER 2017	Key Issues	Service Area
Wales Audit Office Review of the WHQS Programme	To advise members on the outcome of the WAO Review of the WHQS Programme. The report will highlight the key findings of the WAO Review, detail the key recommendations and actions to be taken by officers to address these.	Housing
Air Quality Action Plan	This report will advise Cabinet on the outcome of a public consultation exercise on the draft Hafodyrynys Air Quality Action Plan and seek approval of the final Action Plan.	Public Protection
Annual Improvement Report	The Annual Improvement Report is a summary of the review work carried out by Wales Audit Office in 2016-17. Individual pieces will have been reported on throughout the year at separate times, but this provides a collective summary The AIR also gives the Audit Offices judgement on whether they believe the Council has or is going to meet its statutory duty to 'make arrangements to secure continuous improvement'	Public Protection

Cabinet Forward Work Programme

Local risk based reviews: Asset management and Information Management and Technology – Caerphilly County Borough Council	Outcome of the Local risk based reviews: Asset management and Information Management and Technology – Caerphilly County Borough Council	Corporate Services
--	---	--------------------

15TH NOVEMBER 2017	Key Issues	Service Area
The Management of Trees Rheolaeth Coed	To seek the approval of Cabinet to formally adopt a Tree Strategy, following consideration at Scrutiny Committee.	Communities and Leisure

2019

09TH NOVEMBER 2017	Key Issues	Service Area

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
Affordable Homes New Build Proposals	To confirm the new build Council Housing programme, including the preferred delivery option in order for the Council to utilise the Affordable Housing Grant funding that has been allocated to CCBC.	Housing

Gadewir y dudalen hon yn wag yn fwiadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH SEPTEMBER 2017

**SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW
COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2016 TO JULY
2017**

**REPORT BY: ANDREW WILLIAMS, PRINCIPAL CHALLENGE ADVISER, EDUCATION
ACHIEVEMENT SERVICE (EAS)**

1. PURPOSE OF REPORT

1.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2016-2017 (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2010.

2. SUMMARY

2.1 The schools included in this report were inspected during the Autumn, Spring and Summer Terms, 2016-17. Each of them was inspected under the arrangements for inspections that came into effect on 1st September, 2010.

2.2 The report identifies the schools and the dates on which the inspections took place, together with the outcomes where available.

3. LINKS TO STRATEGY

3.1 The content of this report contributes to the Wellbeing of Future Generations Act (Wales) 2015, specifically to maximise the contribution of Education towards the national goals:

- A prosperous Wales as this is about developing a skilled and well educated population;
- A healthier Wales as this is about maximising peoples physical and well-being;
- A more equal Wales, as this is about enabling people to fulfil their potential no matter what their background or circumstances are.

3.2 This report links directly to the Education, Lifelong Learning and Leisure Directorate Plan 2016-17.

3.3 These strategies link to the Welsh Assembly Government School Effectiveness Framework (SEF).

4. THE REPORT

Introduction

- 4.1 Since September 2010 all schools in Wales have been inspected under a new Common Inspection Framework (CIF).
- 4.2 The purposes of inspection are to:
- provide accountability to the users of services and other stakeholders through public reporting on providers;
 - promote improvement in education and training; and
 - inform the development of national policy by Welsh Assembly Government.
- 4.3 This CIF judges schools under 3 Key Questions, comprising 10 Quality Indicators, as opposed the 7 Key Questions of the previous framework.
- 4.4 The annual report of Her Majesty's Chief Inspector for Education and Training and Wales is published annually in January for the previous academic year. This report has a summary of the national profile of grades awarded from the report from January 2014.

The New Common Inspection Framework (CIF)

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

Summary:

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

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

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

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

- Excellent
- Good
- Adequate
- Unsatisfactory

- 4.7 In order for a school to be judged as "Excellent" for any indicator the schools must demonstrate 'Sector-leading Practice'. This means that the quality of the provision is at the forefront of the sector. 'Sector-leading' also means that the provider should use such practice an exemplar to others. 'Sector-leading practice' is described by Estyn as innovative and cutting edge work that pushes at the boundaries.

4.8 The Welsh Government's target for the New Common Inspection Framework was that from September 2012, no school should be judged as less than "Adequate" and that by 2015 no school should be judged less than "Good".

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

Follow up Activity

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

4.11 The 5 follow up categories are:

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

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

Caerphilly Schools Inspections from September 2016 – July 2017

4.13 During this academic year, 14 Caerphilly schools have been inspected. However, for these schools, at the time of writing this report, 12 inspection reports had been formally published.

4.14 Schedule and outcomes where available.

School	Evidence of best practice	Date of last inspection	Follow-up status of last inspection	The school's current performance	The school's prospects for improvement	Key Question 1: How good are outcomes?	Key Question 2: How good is provision?	Key Question 3: How good are leadership and management?
Tyn-y-Wern Primary*	-	Nov-16	PIAP - Excellence	Good	Good	Good	Good	Good
Cwm Glas Infants	-	Mar-17	PIAP	Good	Good	Good	Good	Good
Cwmaber Infants	-	Jun-17	PIAP - Excellence	Good	Good	Good	Good	Good
Waunfawr Primary	-	Mar-17	PIAP	Good	Good	Good	Good	Good
Cwmaber Junior	-	Nov-16	PIAP	Good	Good	Good	Good	Good
Bedwas High	-	May-17	SM	Unsatisfactory	Unsatisfactory	Unsatisfactory	Adequate	Unsatisfactory
Ysgol Gynradd Gymraeg Y Castell	Yes	Oct-16	PIAP	Good	Good	Good	Good	Good
Libanus Primary	-	Dec-16	PIAP	Good	Good	Good	Good	Good
Cwm Ifor Primary	-	Jan-17	PIAP	Good	Good	Good	Good	Good
Bedwas Junior	Yes	Mar-17	PIAP - Excellence	Good	Good	Good	Good	Good
Blackwood Primary	-	May-17	PIAP	Good	Good	Good	Good	Good
Cwmcarn Primary*	-	May-17	PIAP	Adequate	Good	Adequate	Good	Good
Hendredenny Park Primary	Yes	May-17	PIAP - Excellence	Excellent	Excellent	Excellent	Excellent	Excellent
Glyn-Gaer Primary	-	Jun-17	PIAP	Good	Good	Good	Good	Good

* - Special Needs Resource Base

Caerphilly Schools inspected September 2014 – July 2016 – Follow-up Status

- 4.15 During the previous academic year, 12 Caerphilly schools were inspected. Of these schools 8 were placed in a follow-up category, but 6 have now been removed. The following table also includes 2 school that remained in a follow-up category from the previous year.

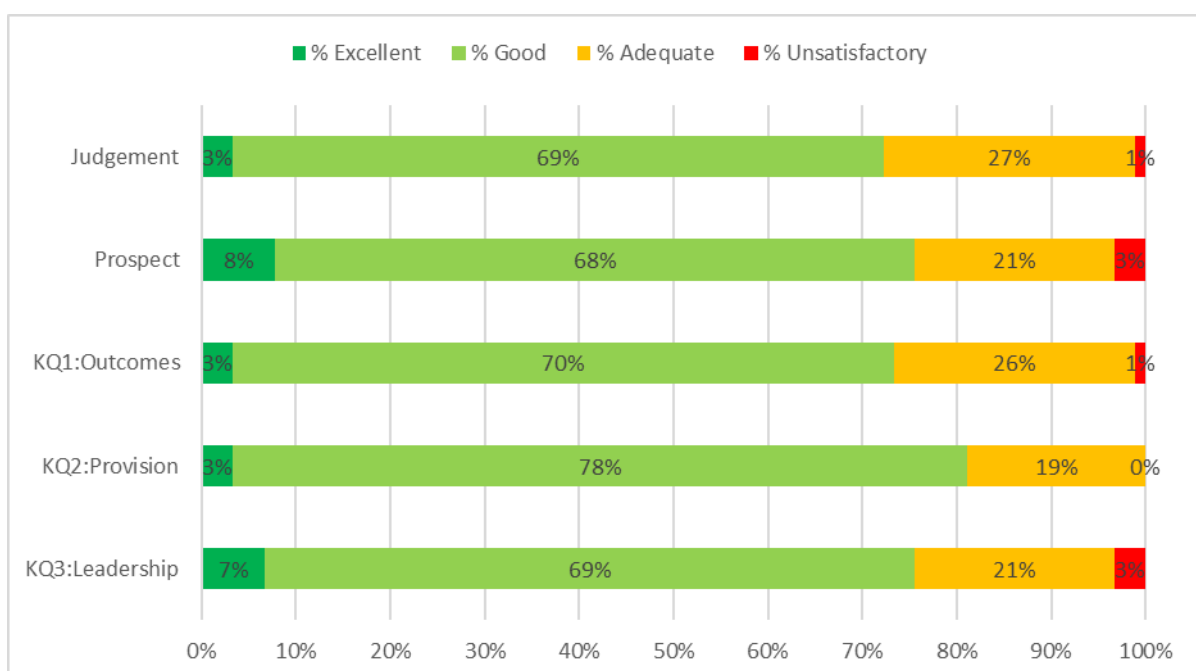
Schedule and outcomes where available.

School	Date of last inspection	Original Follow-up	Current Follow -Up
Ty Sign Primary*	Nov-15	Estyn	Removed
Tir-y-Berth Primary*	Sep-15	Estyn	Removed
Pantside Primary*	Feb-16	Estyn	Removed
Blackwood Comprehensive	Nov-15	Estyn	Estyn
Gilfach Fargoed Primary	Jan-16	LA	Removed
Ysgol Gyfun Cwm Rhywni	Apr-16	LA	Removed
St James Primary*	May-16	Estyn	Estyn
The Twyn School	Jul-16	LA	Removed
Park Primary	Apr-15	Estyn	Significant Improvement
Lewis Girls Comprehensive	Nov-14	Estyn	Estyn

Evaluation of Judgements from September 2010 – July 2017

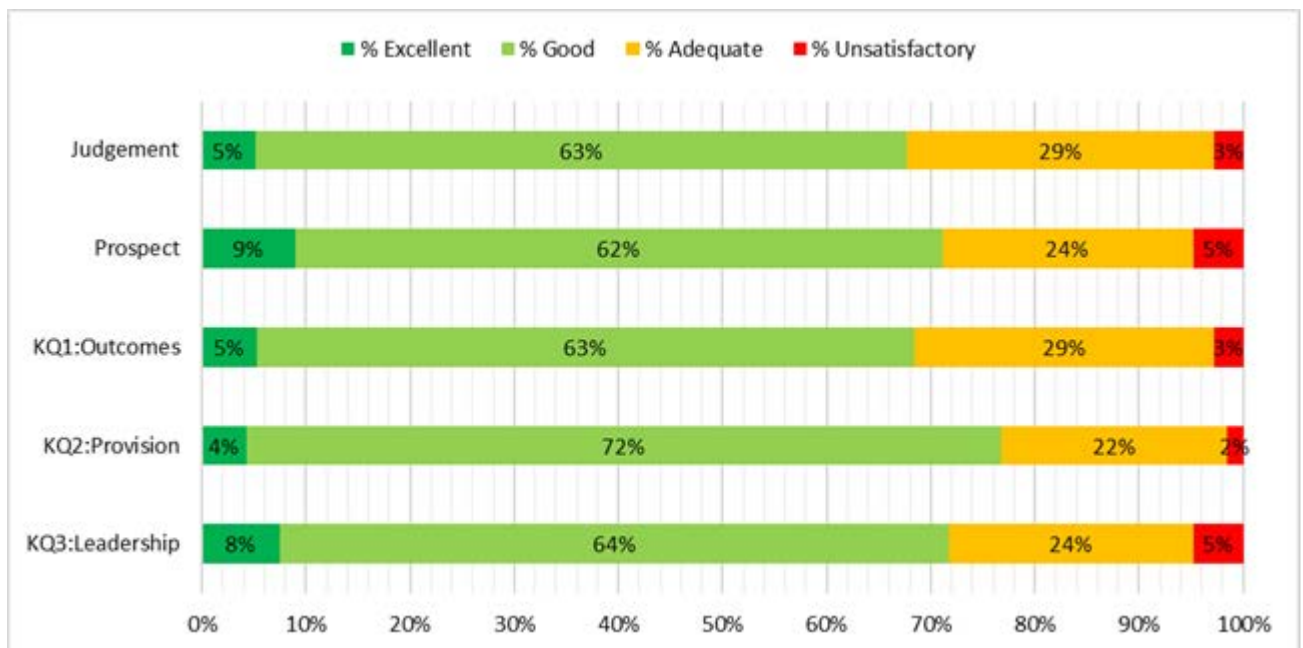
- 4.16 The table below describes the judgements made about the 90 Caerphilly schools inspected in the last 6 years. *Please note that not all charts will add up to 100% due to rounding to 0 decimal places.*

Caerphilly Summary:



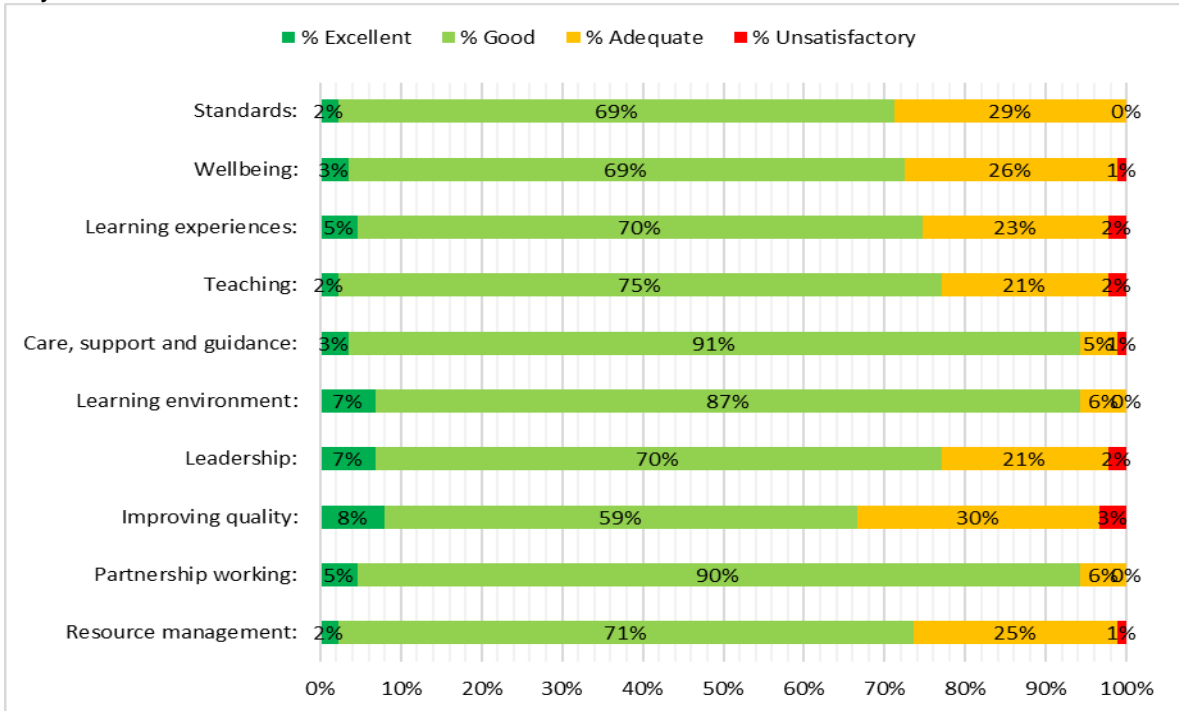
- 4.17 In total 72% of schools have been judged to be “Good” or better overall, with a further 27% judged to be “Adequate”. The proportion of schools judged excellent to 3% (3 schools), which is now closer to the national proportion.
- 4.18 Prospects for improvement are better with 8% judged Excellent, 68% judged to have “Good” prospects for improvement, 21% of schools judged to have “Adequate” prospects, but with a further 3% (3 schools) judged to have unsatisfactory prospects for improvement. One of these schools has been removed from Special Measures and with the Local Authority, in partnership with the EAS, continuing to support this school.
- 4.19 For KQ1, Outcomes, 73% of schools are judged to be “Good”, or better, with a further 26% “Adequate”.
- 4.20 For KQ2, Provision, 81% of schools were judged to be “Good”, or better with 19% “Adequate”.
- 4.21 For KQ3, Leadership, 7% of schools were judged to be “Excellent”, 69% were “Good”, 21% “Adequate”, but 3% Unsatisfactory.
- 4.22 The LA will continue to support these schools in partnership with the EAS, as part of the established strategies for challenge and support.
- 4.23 The table below gives the overall national judgements that are available from September 2010 – August 2016, the latest national data available.

National Comparison:



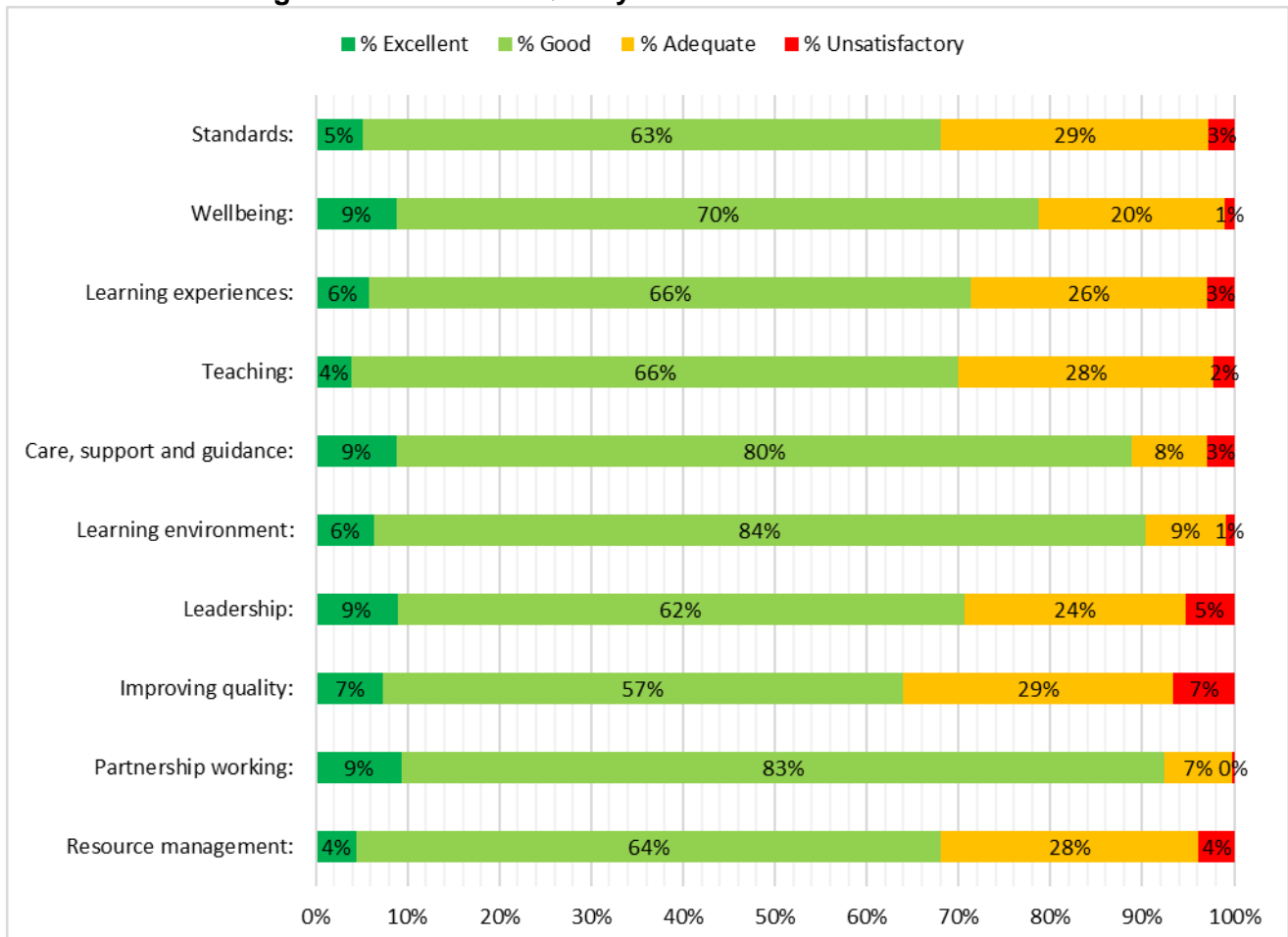
Caerphilly Judgements on the 10 Quality Indicators:

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



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

National Judgements on the 10 Quality Indicators:



- 4.26 Leadership is judged to be “Good” or better in 75% of Caerphilly schools, compared with 71% nationally.
- 4.27 There have been improvements in the percentage of “Excellent” judgements for Caerphilly in 2016-17. However the overall percentage remains slightly smaller than those made nationally.

Summary of all Local authorities in Wales (2010-2016) (Latest Published)

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





5. WELL-BEING OF FUTURE GENERATIONS IMPLICATIONS

5.1 The content in this 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 the Act and more specifically for the principles noted below:

- Long Term – The report recognises the importance of improvement in school outcomes and provisions through good leadership and prospects to improve in meeting the needs of young people over the long-term need.
- The ESTYN assessment and subsequent follow up support for those schools in need of extra help will seek to prevent any decline – We are acting to prevent problems occurring by recognising and monitoring those that need help to improve.
- Involvement – The output (report) recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses. All relevant stakeholders have been involved in the consultation process through this report.
- Improvement in wellbeing and attainment for children and young people through effective school provision maximises our contribution to many other public sector objectives and to Welsh Government's own wellbeing objective number 2: *Improve education outcomes for all and reduce the gap in outcomes for different groups.*

6. EQUALITIES

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

7. FINANCIAL IMPLICATIONS

- 7.1 There are no specific financial implications.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no specific personnel implications

9. CONSULTATIONS

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

10. RECOMMENDATIONS

- 10.1 Members are asked to consider and note the report.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2016-2017.

12. STATUTORY POWER

- 12.1 Education Act 1996.

Author: Andrew Williams, Principal Challenge Adviser, EAS
Consultees: Chris Burns, Interim Chief Executive
Directorate Senior Management Team
Christina Harray, Corporate Director, Communities
Dave Street, Corporate Director, Social Services
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Nicole Scammell, Acting Director of Corporate Services & S151
Lynne Donovan, Acting Head of Human Resources and Organisational Development
Ros Roberts, Corporate Performance Manager, Performance Management



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH SEPTEMBER 2017

**SUBJECT: PUPIL ATTAINMENT AT FOUNDATION PHASE, KEY STAGE 2 AND
KEY STAGE 3 - 2017**

REPORT BY: ANDREW WILLIAMS, PRINCIPAL CHALLENGE ADVISER (EAS)

1. PURPOSE OF REPORT

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

2. SUMMARY

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

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

- 2.4 The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3). At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.
- 2.5 In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

2.6 This report contains aggregate data for the Local Authority as a whole, aggregated from data submitted by schools as part of the National Data Collection process in June 2017.

Cohort sizes	Number of pupils	1 pupil represents
Foundation Phase	2,146	0.05%
Key Stage 2	2,043	0.05%
Key Stage 3	2,003	0.05%

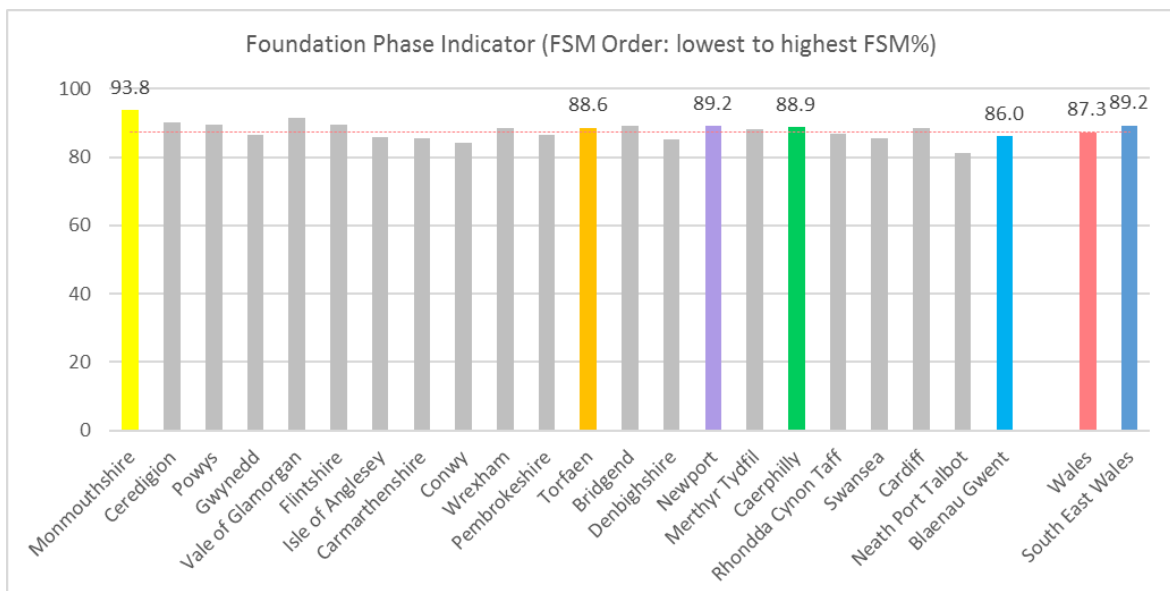
3. LINKS TO STRATEGY

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

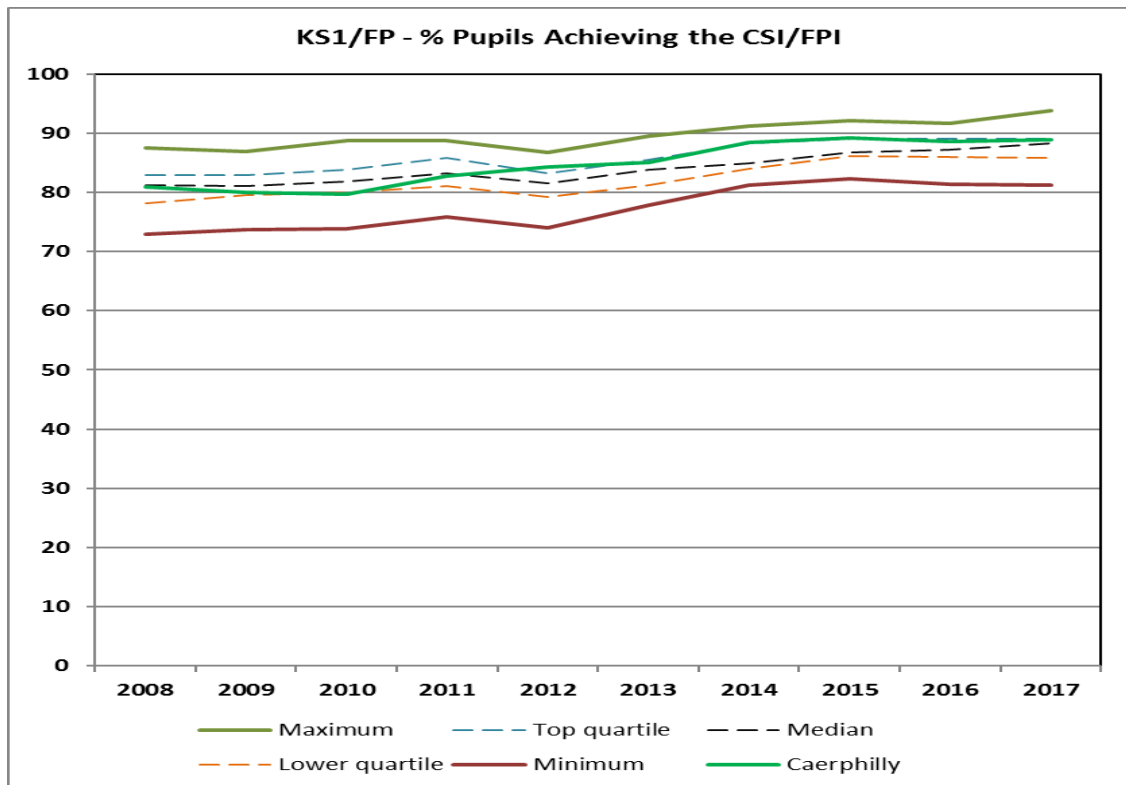
4. THE REPORT

4.1 Foundation Phase

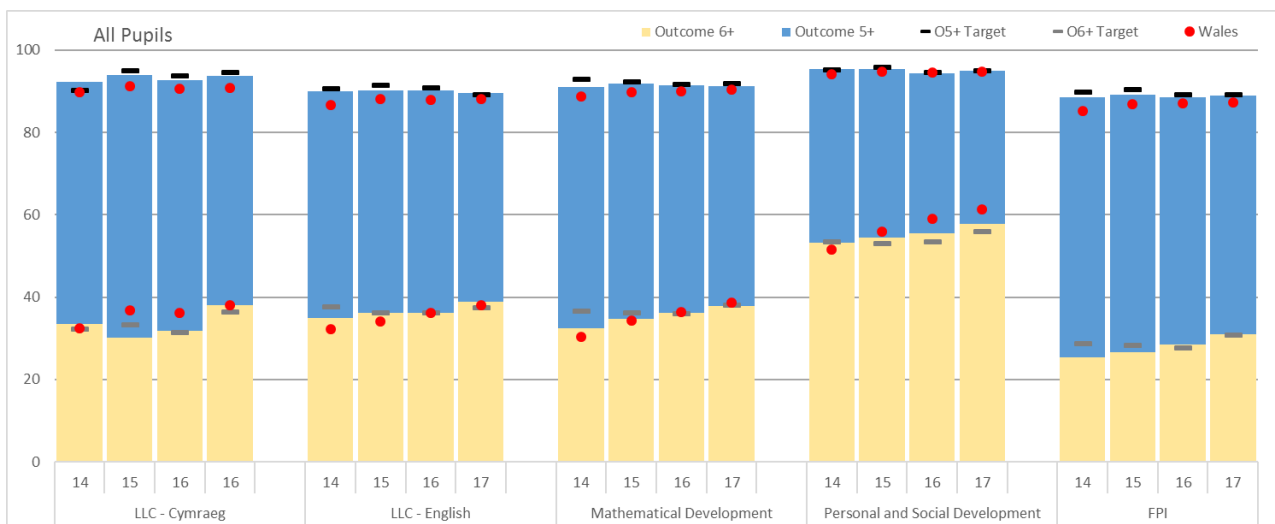
4.1.1 Performance in the foundation phase improved slightly from 88.6% in 2016 to 88.9% pupils achieving the foundation phase indicator (FPI) in 2017, an increase of 0.3 percentage points. Caerphilly currently ranks 8th in Wales for the FPI when compared with other local authorities, which is above the LA's FSM ranking (18th, 2017 PLASC data), same ranking as last year.



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



4.1.2 There have been improvements at the expected level (outcome 5+) in all areas, apart from LLC English and Mathematical Development, which have marginally declined by 0.5 and 0.2 percentage points respectively. At the higher outcome (outcome 6+) there have been improvements in all areas.



4.1.3 Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2017	88.9	89.6	93.8	91.2	95.0
Target	89.2	89.1	94.5	91.9	95.0
Caerphilly 2016	88.6	90.1	92.6	91.4	94.3
Wales 2017	87.3	88.1	90.9	90.3	94.7

4.1.4 Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2017	38.9	38.0	37.8	57.8
Target	37.4	36.4	38.1	55.8
Caerphilly 2016	36.1	31.7	36.2	55.5
Wales 2017	38.1	38.1	38.7	61.3

4.1.5 Performance in the Foundation Phase Indicator improved by 0.3 percentage points and is ranked 8th in Wales.

4.1.6 Performance in LLC English has declined slightly at outcome 5+ but has improved by 2.8 percentage points at outcome 6+. Performance is ranked 10th in Wales at outcome 5+.

4.1.7 Performance in LLC Welsh has improved by 1.2 percentage points at outcome 5+ but has improved by 6.3 percentage points at outcome 6+. Performance is ranked 9th in Wales at outcome 5+.

4.1.8 Performance in mathematical development has declined slightly at outcome 5+, but has improved by 1.6 percentage points at outcome 6+. Performance is ranked 9th in Wales at outcome 5+.

4.1.9 Performance in PSDWCD has declined by 0.7 percentage points at outcome 5+ and has improved by 2.3 percentage points at outcome 6+. Performance is ranked 11th in Wales at outcome 5+.

4.1.10 Performance is within 1% of the schools' aggregate targets for each area of learning.

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

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-8.1	-6.1	-8.1	-6.9	-7.5	-4.6	-5.3	-4.0	-6.7	-4.2
Wales	-8.2	-7.1	-8.3	-7.2	-7.0	-6.0	-5.3	-4.1	-5.3	-5.0

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

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-12.5	-7.3	-23.5	-9.8	-3.4	0.9	-22.9	-13.0
Wales	-11.7	-12.7	-15.1	-13.7	0.1	-0.9	-18.3	-18.0

4.1.13 At outcomes 5+ and 6+ gender differences have decreased in all indicators, and the gender gaps are narrower than that across Wales.

4.1.14 Wales rankings:

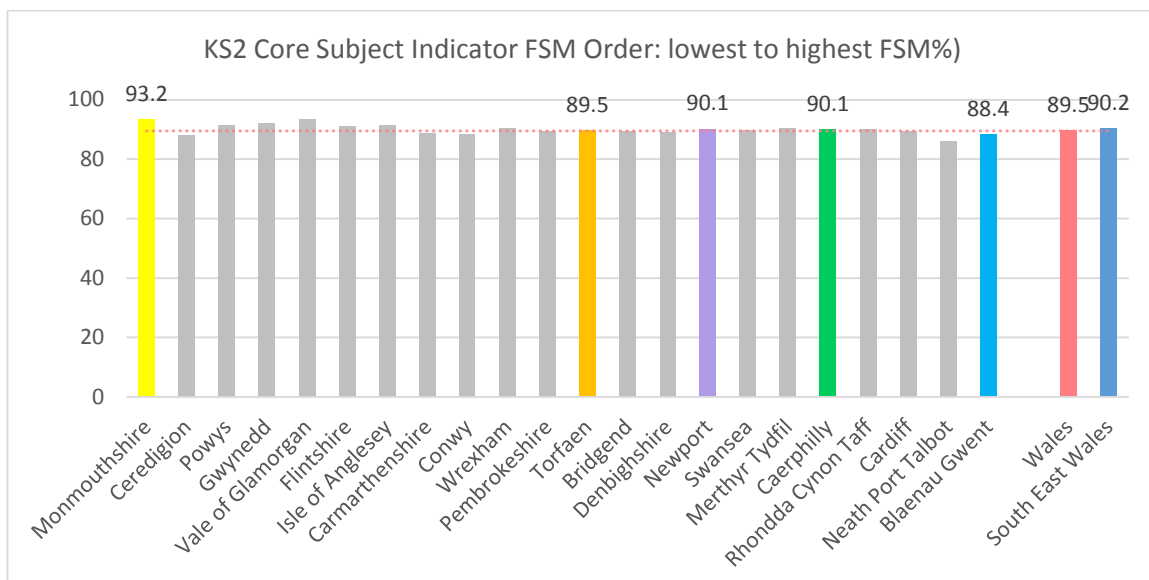
When compared with other LAs in Wales, performance in Caerphilly is higher than could be expected for each area of learning. However, rank positions have declined for LLC English and Mathematical Development.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2017	8	10	9	9	11
2016	8	7	9	7	16
2015	6	8	6	4	12

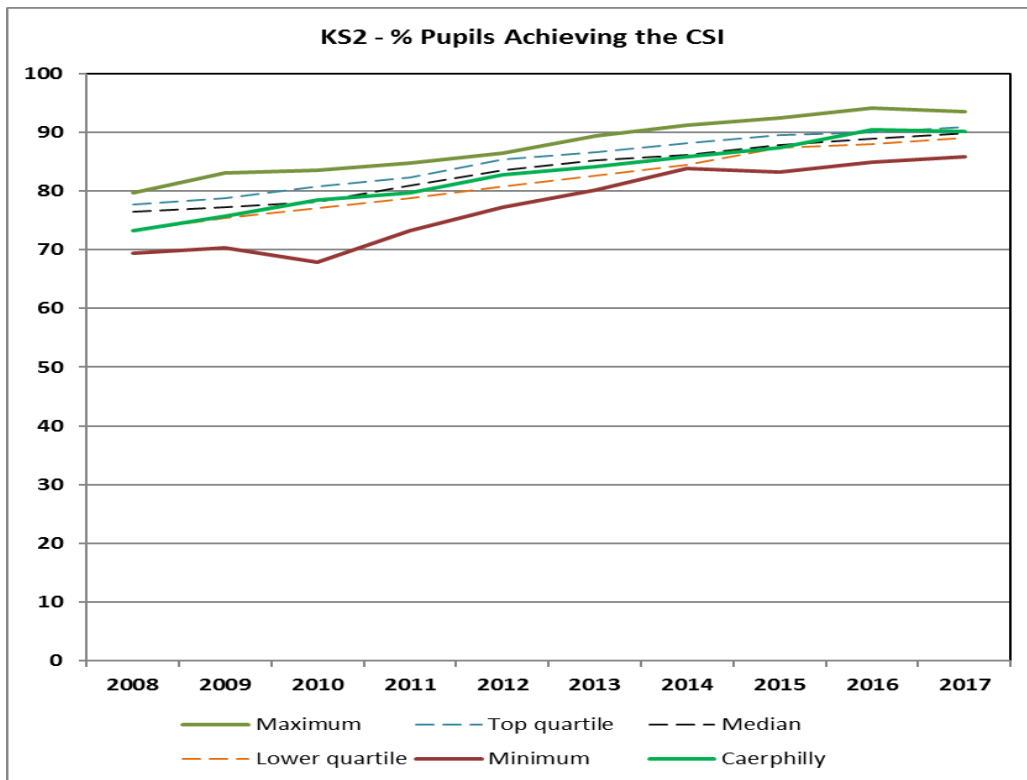
FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Monmouthshire	93.8	Monmouthshire	94.7	Monmouthshire	98.1	Monmouthshire	94.4	Monmouthshire	97.9
Vale of Glamorgan	91.4	Ceredigion	92.1	Blaenau Gwent	96.8	Vale of Glamorgan	93.7	Vale of Glamorgan	96.7
Ceredigion	90.2	Vale of Glamorgan	91.8	Vale of Glamorgan	96.6	Ceredigion	92.8	Flintshire	96.1
Powys	89.6	Torfaen	90.8	Powys	95.2	Bridgend	92.3	Ceredigion	96.0
Flintshire	89.5	Newport	90.5	Newport	94.5	Flintshire	92.2	Powys	96.0
South East Wales	89.2	South East Wales	90.4	Bridgend	94.4	Merthyr Tydfil	91.8	Bridgend	95.6
Newport	89.2	Flintshire	90.3	Flintshire	94.1	Powys	91.6	Gwynedd	95.3
Bridgend	89.1	Wrexham	90.0	Swansea	93.8	South East Wales	91.4	South East Wales	95.2
Caerphilly	88.9	Bridgend	90.0	Caerphilly	93.8	Newport	91.3	Cardiff	95.1
Torfaen	88.6	Powys	89.9	Merthyr Tydfil	93.3	Caerphilly	91.2	Wrexham	95.1
Cardiff	88.5	Caerphilly	89.6	South East Wales	92.4	Cardiff	91.2	Torfaen	95.1
Wrexham	88.4	Cardiff	89.1	Rhondda Cynon Taff	92.2	Wrexham	91.1	Caerphilly	95.0
Merthyr Tydfil	88.1	Merthyr Tydfil	89.1	Cardiff	92.1	Torfaen	90.7	Isle of Anglesey	94.9
Wales	87.3	Pembrokeshire	88.5	Ceredigion	91.8	Gwynedd	90.3	Merthyr Tydfil	94.8
Rhondda Cynon Taff	86.9	Wales	88.1	Wales	90.9	Wales	90.3	Cardiff	94.8
Pembrokeshire	86.6	Rhondda Cynon Taff	87.7	Denbighshire	90.6	Rhondda Cynon Taff	90.2	Swansea	94.7
Gwynedd	86.6	Blaenau Gwent	86.8	Cardiff	90.5	Blaenau Gwent	90.0	Newport	94.7
Blaenau Gwent	86.0	Denbighshire	86.4	Isle of Anglesey	90.3	Carmarthenshire	89.6	Wales	94.7
Isle of Anglesey	85.8	Swansea	85.8	Neath Port Talbot	89.2	Pembrokeshire	89.3	Denbighshire	94.4
Carmarthenshire	85.6	Conwy	85.7	Wrexham	88.7	Isle of Anglesey	89.1	Conwy	94.3
Swansea	85.5	Isle of Anglesey	84.1	Gwynedd	88.3	Swansea	89.0	Blaenau Gwent	94.2
Denbighshire	85.3	Neath Port Talbot	82.5	Conwy	87.2	Denbighshire	88.8	Rhondda Cynon Taff	93.8
Conwy	84.0	Carmarthenshire	82.1	Pembrokeshire	86.3	Conwy	87.4	Pembrokeshire	93.4
Neath Port Talbot	81.2	Gwynedd	57.9	Torfaen	83.8	Neath Port Talbot	85.4	Neath Port Talbot	91.3

4.2 Key Stage 2

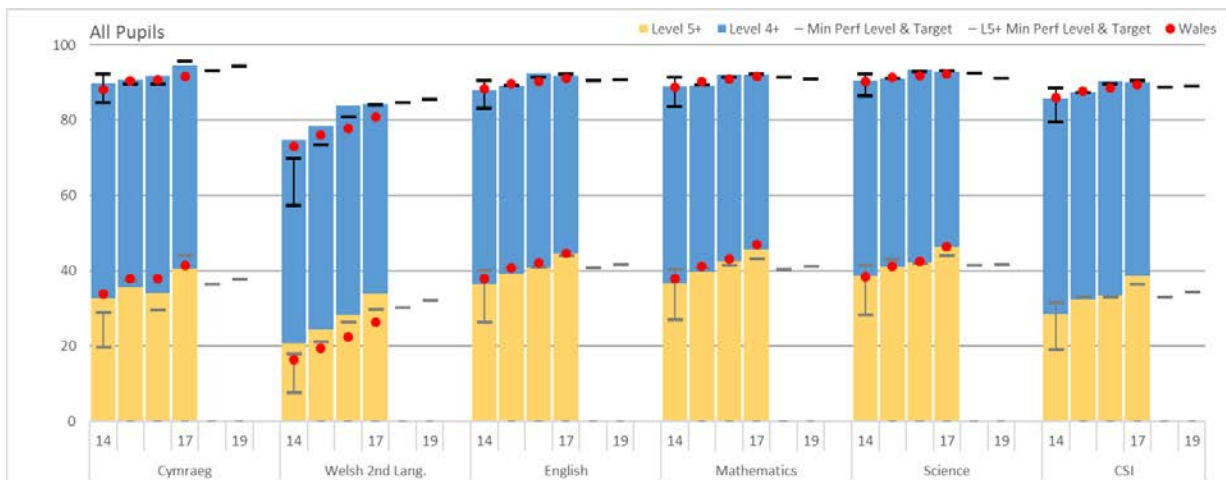
4.2.1 Performance decreased slightly in 2017, with 90.1% pupils achieving the core subject indicator (CSI), 0.3 percentage points below 90.4% in 2016. Caerphilly is ranked 10th in Wales, which is higher than could be expected given the LA's FSM ranking.



4.2.2 10 Year Performance Summary – Key Stage 2 CSI



4.2.3 Performance at the expected level (4+) has improved in Welsh 1st language, Welsh 2nd Language and mathematics. At level 5+, performance has improved in all subjects.



4.2.4 Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	90.1 🟡	91.8 🟡	94.7 🟢	92.1 🟢	92.9 🟡
Target	90.4	92.1	95.6	92.1	92.9
Caerphilly 2016	90.4	92.4	91.8	92.0	93.2
Wales 2017	89.5	91.1	91.6	91.6	92.2

4.2.5 Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	44.5	40.5	45.7	46.3
Target	44.0	43.9	43.1	43.9
Caerphilly 2016	40.9	34.1	42.5	42.2
Wales 2017	44.7	41.5	47.0	46.4

4.2.6 Performance in the CSI has declined slightly by 0.3 percentage points and is ranked 10th in Wales.

4.2.7 Performance in English at the expected level 4+ has declined by 0.6 percentage points and is ranked 10th in Wales. Performance at the higher level 5+ has improved by 3.6 percentage points.

4.2.8 Performance in Welsh (first language) at the expected level 4+ has improved by 2.9 percentage points and is ranked 6th in Wales. Performance in Welsh (first language) at the higher level 5+ has improved by 6.4 percentage points.

4.2.9 Performance in mathematics at the expected level 4+ is stable at 92.1% and is ranked 9th in Wales. Performance in mathematics at the higher level 5+ has improved by 3.2 percentage points.

4.2.10 Performance in science at the expected level 4+ has declined slightly by 0.3 percentage points and is ranked 10th in Wales. Performance in science at the higher level 5+ has improved by 4.1 percentage points.

4.2.11 Performance at the expected level 4+ for all indicators was within 1% of the school aggregate targets.

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

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-5.3	-4.0	-4.9	-4.8	-5.0	-5.6	-3.9	-2.2	-4.2	-3.2
Wales	-5.2	-4.5	-5.6	-5.0	-5.2	-6.0	-3.2	-2.8	-3.6	-3.4

4.2.13 At level 4+ gender differences have decreased in each subject area except Welsh. Gender differences are narrower than the national gender differences in all subjects.

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

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-13.3	-13.8	-15.7	-22.7	-0.1	-4.4	-5.4	-9.2
Wales	-12.0	-12.9	-13.8	-17.3	0.7	-0.8	-3.6	-5.2

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

4.2.16 Wales rankings:

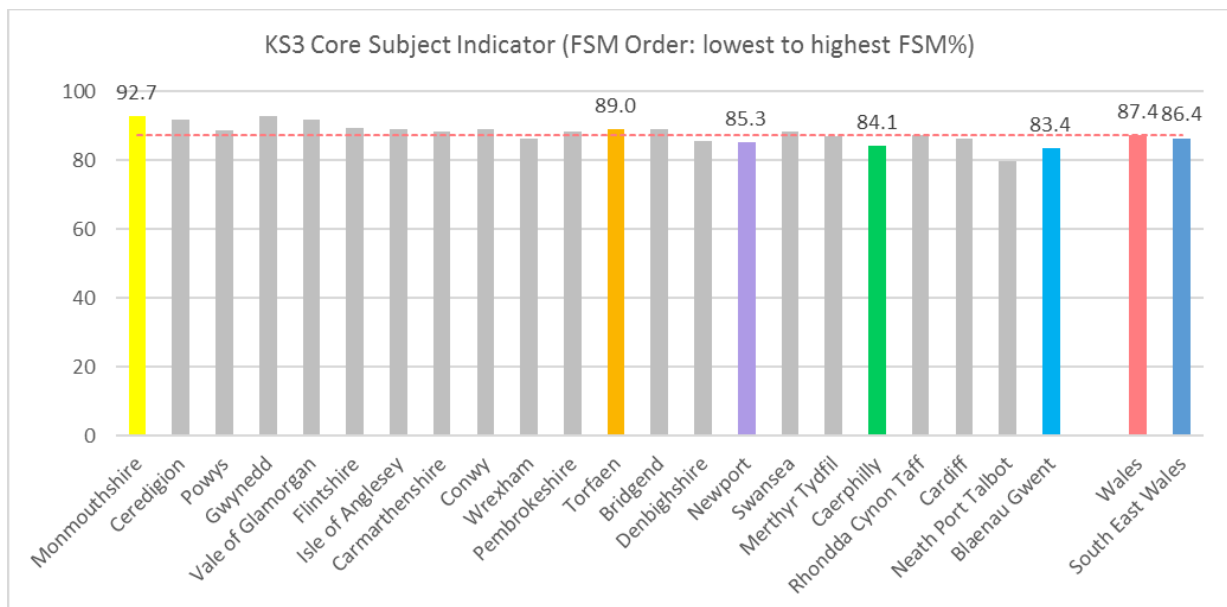
4.2.17 The LA's rankings against other LAs in Wales in all subjects has declined this year

	CSI	English	Welsh (first language)	Mathematics	Science
2017	10 ↓	10 ↓	6 ↓	9 ↓	10 ↓
2016	3 ↑	3 ↑	13 ↓	5 ↑	4 ↑
2015	=15 →	=15 →	10 →	18 ↓	15 ↓

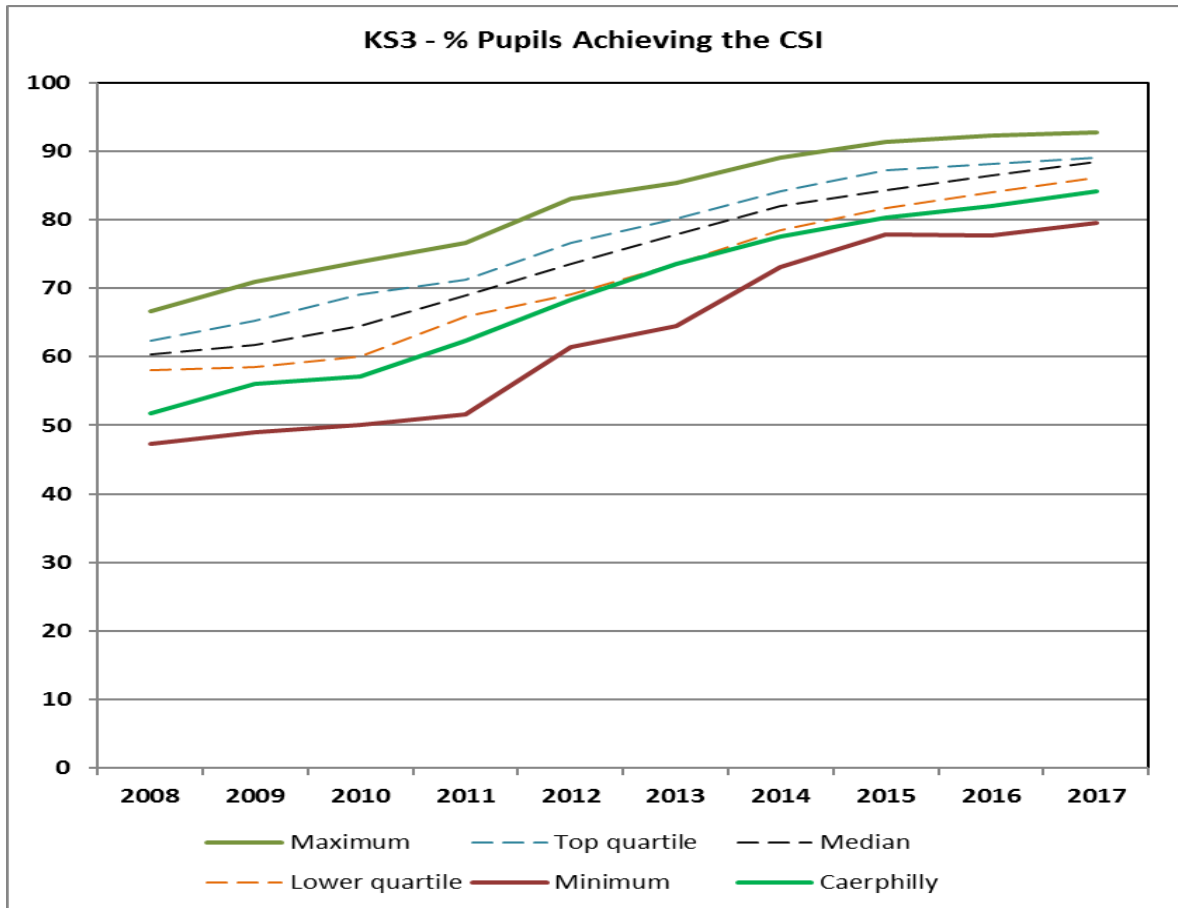
CSI		English		Welsh 1st Lang.		Mathematics		Science	
Vale of Glamorgan	93.5	Monmouthshire	95.3	Bridgend	98.3	Vale of Glamorgan	94.8	Monmouthshire	95.3
Monmouthshire	93.2	Vale of Glamorgan	94.2	Merthyr Tydfil	97.7	Monmouthshire	94.5	Vale of Glamorgan	94.9
Gwynedd	92.1	Gwynedd	93.2	Vale of Glamorgan	96.7	Gwynedd	93.3	Powys	94.3
Isle of Anglesey	91.4	Powys	93.2	Powys	95.9	Isle of Anglesey	93.1	Torfaen	93.8
Powys	91.2	Newport	93.0	Swansea	95.3	Flintshire	93.0	Isle of Anglesey	93.8
Flintshire	91.0	Isle of Anglesey	92.6	Caerphilly	94.7	Powys	92.8	Gwynedd	93.8
Wrexham	90.3	Flintshire	92.6	Neath Port Talbot	93.3	Wrexham	92.5	Newport	93.4
Merthyr Tydfil	90.2	South East Wales	92.3	Rhondda Cynon Taff	93.0	Rhondda Cynon Taff	92.2	South East Wales	93.3
South East Wales	90.2	Wrexham	92.0	Cardiff	92.8	South East Wales	92.1	Flintshire	93.2
Newport	90.1	Torfaen	92.0	Denbighshire	92.4	Caerphilly	92.1	Wrexham	92.9
Caerphilly	90.1	Caerphilly	91.8	South East Wales	92.3	Newport	91.9	Caerphilly	92.9
Rhondda Cynon Taff	90.0	Merthyr Tydfil	91.4	Wales	91.6	Denbighshire	91.8	Denbighshire	92.7
Wales	89.5	Rhondda Cynon Taff	91.4	Conwy	91.3	Swansea	91.7	Rhondda Cynon Taff	92.6
Torfaen	89.5	Swansea	91.3	Gwynedd	91.1	Wales	91.6	Swansea	92.4
Swansea	89.5	Wales	91.1	Carmarthenshire	90.6	Cardiff	91.6	Wales	92.2
Cardiff	89.4	Bridgend	90.8	Pembrokeshire	90.4	Torfaen	91.5	Merthyr Tydfil	92.0
Bridgend	89.4	Cardiff	90.8	Newport	90.1	Merthyr Tydfil	91.4	Carmarthenshire	91.7
Pembrokeshire	89.2	Pembrokeshire	90.7	Wrexham	89.7	Carmarthenshire	91.4	Cardiff	91.7
Denbighshire	88.9	Denbighshire	90.6	Torfaen	88.9	Bridgend	91.4	Bridgend	91.6
Carmarthenshire	88.8	Carmarthenshire	90.2	Blaenau Gwent	88.6	Pembrokeshire	91.3	Pembrokeshire	91.5
Conwy	88.4	Conwy	90.2	Isle of Anglesey	88.3	Blaenau Gwent	90.8	Conwy	91.2
Blaenau Gwent	88.4	Ceredigion	89.3	Ceredigion	87.2	Conwy	90.5	Blaenau Gwent	91.1
Ceredigion	87.9	Blaenau Gwent	88.9	Monmouthshire	86.8	Ceredigion	90.5	Ceredigion	91.0
Neath Port Talbot	85.9	Neath Port Talbot	87.4	Flintshire	86.6	Neath Port Talbot	87.6	Neath Port Talbot	89.4

4.3 Key Stage 3

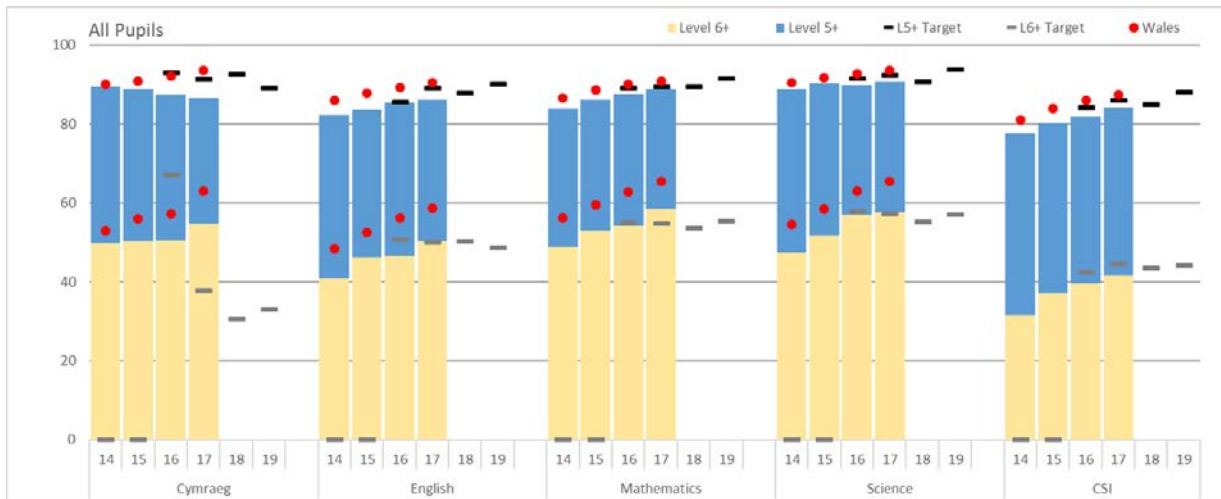
4.3.1 Performance continues to improve, with 84.1% pupils achieving the core subject indicator (CSI), an increase of 2.1 percentage points from 82.0% in 2016. Caerphilly remains ranked 20th in Wales.



4.3.2 10 Year Performance Summary – Key Stage 3 CSI



4.3.3 Performance has improved across all indicators at expected level 5+, level 6+ and level 7+ except for Welsh 1st Language at both L5+ & L7+.



4.3.4 Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	84.1	86.2	86.6	88.9	90.7
Target	86.1	89.0	91.3	89.5	92.3
Caerphilly 2016	82.0	85.3	87.3	87.6	89.8
Wales 2017	87.4	90.5	93.5	90.8	93.5

4.3.5 Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2017	50.2	54.7	58.4	57.6
Target	50.1	37.7	54.7	57.2
Caerphilly 2016	46.6	50.4	54.3	57.0
Wales 2017	58.7	58.7	65.5	65.6

4.3.6 Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2017	14.1	12.1	20.0	19.5
Caerphilly 2016	12.4	12.3	19.9	15.7
Wales 2017	20.7	20.7	30.8	26.5

4.3.7 Performance in the CSI has improved by 2.1 percentage points and continues to be ranked 20th in Wales.

4.3.8 Performance in English at the expected level 5+ has improved by 0.9 percentage points and is ranked 21st in Wales. Performance in English at level 6+ and level 7+ has improved by 3.6 and 1.7 percentage points respectively.

4.3.9 Performance in Welsh first language at the expected level 5+ has declined by 0.7 percentage points and is ranked 18th out of 18 in Wales. Performance in Welsh at level 6+ has improved by 4.3 percentage points, but has declined slightly at level 7+ by 0.2 percentage points.

4.3.10 Performance in mathematics at the expected level 5+ has improved by 1.3 percentage points and is ranked 20th in Wales. Performance in mathematics at level 6+ and level 7+ has improved by 4.1 and 0.1 percentage points respectively.

4.3.11 Performance in science at the expected level 5+ has improved by 0.9 percentage points and is ranked 21st in Wales. Performance in science at level 6+ and level 7+ has improved by 0.6 and 3.8 percentage points respectively.

4.3.12 Performance at the expected Level 5+ was less than 3% below school aggregate targets, except for Welsh first language, which was 4.7% below target.

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

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-10.9	-8.8	-10.3	-8.2	-8.3	-11.6	-5.4	-5.3	-6.2	-5.5
Wales	-7.4	-7.4	-8.0	-7.3	-5.8	-4.9	-3.7	-4.5	-4.4	-4.4

Gender differences have decreased for all indicators except Welsh first language, and are still wider than the Wales average gender difference.

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

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-22.7	-20.1	-20.6	-16.9	-4.9	-7.5	-10.0	-13.4
Wales	-18.4	-18.6	-18.8	-19.2	-5.0	-7.3	-11.0	-12.2

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

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

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-9.4	-8.9	-14.1	-11.6	-1.2	-5.1	-7.0	-7.4
Wales	-11.0	-12.7	-10.5	-12.0	-3.6	-4.1	-8.3	-8.1

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

4.3.16 Wales rankings:

4.3.17 Whilst there have been some performance improvements in 2017, Caerphilly's ranking has remained the same for all subjects except English, which has declined from 20th to 21st.

	CSI	English	Welsh (first language)	Mathematics	Science
2017	20 →	21 ↓	18/18 →	20 →	21 →
2016	20 →	20 ↑	18/18 ↓	20 ↓	21 ↓
2015	20 ↓	22 ↓	13/18 ↓	19 →	19 ↓

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Gwynedd	92.8	Ceredigion	95.2	Pembrokeshire	99.3	Gwynedd	94.8	Monmouthshire	97.0
Monmouthshire	92.7	Monmouthshire	94.5	Wrexham	96.6	Monmouthshire	94.5	Gwynedd	96.8
Ceredigion	91.9	Vale of Glamorgan	93.9	Powys	96.3	Vale of Glamorgan	93.4	Ceredigion	96.6
Vale of Glamorgan	91.8	Gwynedd	93.6	Vale of Glamorgan	95.6	Ceredigion	93.3	Vale of Glamorgan	95.7
Flintshire	89.5	Isle of Anglesey	92.9	Cardiff	95.4	Flintshire	92.7	Bridgend	95.5
Bridgend	89.0	Flintshire	92.5	Swansea	95.4	Cardmarthenshire	92.4	Conwy	95.4
Torfaen	89.0	Powys	92.3	Flintshire	95.1	Torfaen	92.4	Isle of Anglesey	95.3
Conwy	88.9	Bridgend	91.6	Isle of Anglesey	95.0	Conwy	92.1	Powys	95.2
Isle of Anglesey	88.9	Conwy	91.2	Rhondda Cynon Taff	94.1	Bridgend	92.1	Torfaen	95.2
Powys	88.6	Swansea	91.2	Gwynedd	93.7	Pembrokeshire	91.6	Flintshire	95.1
Pembrokeshire	88.4	Pembrokeshire	90.8	Wales	93.5	Powys	91.2	Cardmarthenshire	94.1
Cardmarthenshire	88.4	Cardiff	90.8	Ceredigion	93.0	Swansea	91.0	Denbighshire	93.8
Swansea	88.2	Torfaen	90.7	Bridgend	92.7	Isle of Anglesey	91.0	Cardiff	93.7
Rhondda Cynon Taff	87.4	Merthyr Tydfil	90.7	Denbighshire	92.4	Wales	90.8	Wales	93.5
Wales	87.4	Wales	90.5	Conwy	92.2	South East Wales	90.7	Rhondda Cynon Taff	93.3
Merthyr Tydfil	87.1	Rhondda Cynon Taff	90.4	Cardmarthenshire	92.1	Rhondda Cynon Taff	90.7	South East Wales	93.0
South East Wales	86.4	Cardmarthenshire	90.0	Neath Port Talbot	91.6	Denbighshire	90.7	Newport	92.9
Wrexham	86.3	Denbighshire	90.0	Torfaen	89.9	Newport	90.6	Pembrokeshire	92.8
Cardiff	86.2	Wrexham	89.8	South East Wales	88.0	Cardiff	89.3	Merthyr Tydfil	92.6
Denbighshire	85.6	Newport	89.3	Caerphilly	86.6	Wrexham	89.2	Swansea	91.6
Newport	85.3	South East Wales	89.0	Merthyr Tydfil	-	Blaenau Gwent	89.1	Blaenau Gwent	91.4
Caerphilly	84.1	Blaenau Gwent	86.3	Blaenau Gwent	-	Caerphilly	88.9	Wrexham	91.4
Blaenau Gwent	83.4	Caerphilly	86.2	Monmouthshire	-	Merthyr Tydfil	88.6	Caerphilly	90.7
Neath Port Talbot	79.6	Neath Port Talbot	85.6	Newport	-	Neath Port Talbot	84.4	Neath Port Talbot	89.0

4.4 National Tests

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

4.5 Reading tests

	Reading - English						Reading - Welsh					
	85+			116+			85+			116+		
	2016	2017	Diff	2016	2017	Diff	2016	2017	Diff	2016	2017	Diff
Caerphilly	82.1	82.0	-0.1	14.1	14.5	0.5	82.1	82.6	0.5	10.7	11.6	1.0
S E Wales	82.4	82.4	-0.1	15.8	15.6	-0.2	82.2	81.9	-0.3	12.9	12.0	-0.9
Wales	83.8	83.5	-0.3	16.7	16.5	-0.2	84.8	85.1	0.2	16.6	16.6	0.1

- There's been a 0.1% decline in performance for standardised scores of 85+ in English tests since 2016. Performance is lower than SE Wales and Wales, but the gap between the LA and national data has narrowed.

- For standardised scores of 116+, LA performance improved by 0.5%. Performance is lower than SE Wales and Wales, but the gap between the LA and comparative data has narrowed.
- There's been a 0.5% increase in performance at 85+ in Welsh tests since 2016. Performance is lower than Wales, but the gap between the LA and Wales has narrowed.
- For standardised scores of 116+, LA performance declined by 1.0%. Performance is lower than SE Wales and Wales but the gap between the LA and comparative data has narrowed.

4.6 Numeracy tests

	Numeracy - Procedural						Numeracy - Reasoning					
	85+			116+			85+			116+		
	2016	2017	Diff	2016	2017	Diff	2016	2017	Diff	2016	2017	Diff
Caerphilly	82.9	81.8	-1.1	14.0	14.3	0.3	82.4	81.6	-0.8	13.2	13.8	0.6
S E Wales	82.4	82.1	-0.3	14.5	14.7	0.2	81.9	80.9	-1.0	14.0	13.4	-0.6
Wales	84.3	83.8	-0.5	16.1	16.0	-0.1	84.8	84.2	-0.6	16.9	16.6	-0.3

- There's been a 1.1% decline in performance at 85+ in Procedural tests since 2016. The gap between the LA and Wales data has widened.
- At 116+, LA performance improved by 0.3%. Performance is lower than SE Wales and Wales, but the gap between the LA and Wales data has narrowed.
- There's been a 0.8% decline in performance at 85+ in Reasoning tests since 2016. This is mirrored in the regional and national data.
- At 116+, LA performance improved by 0.6%. Performance is higher than SE Wales, lower than Wales, but the gap is narrowing.

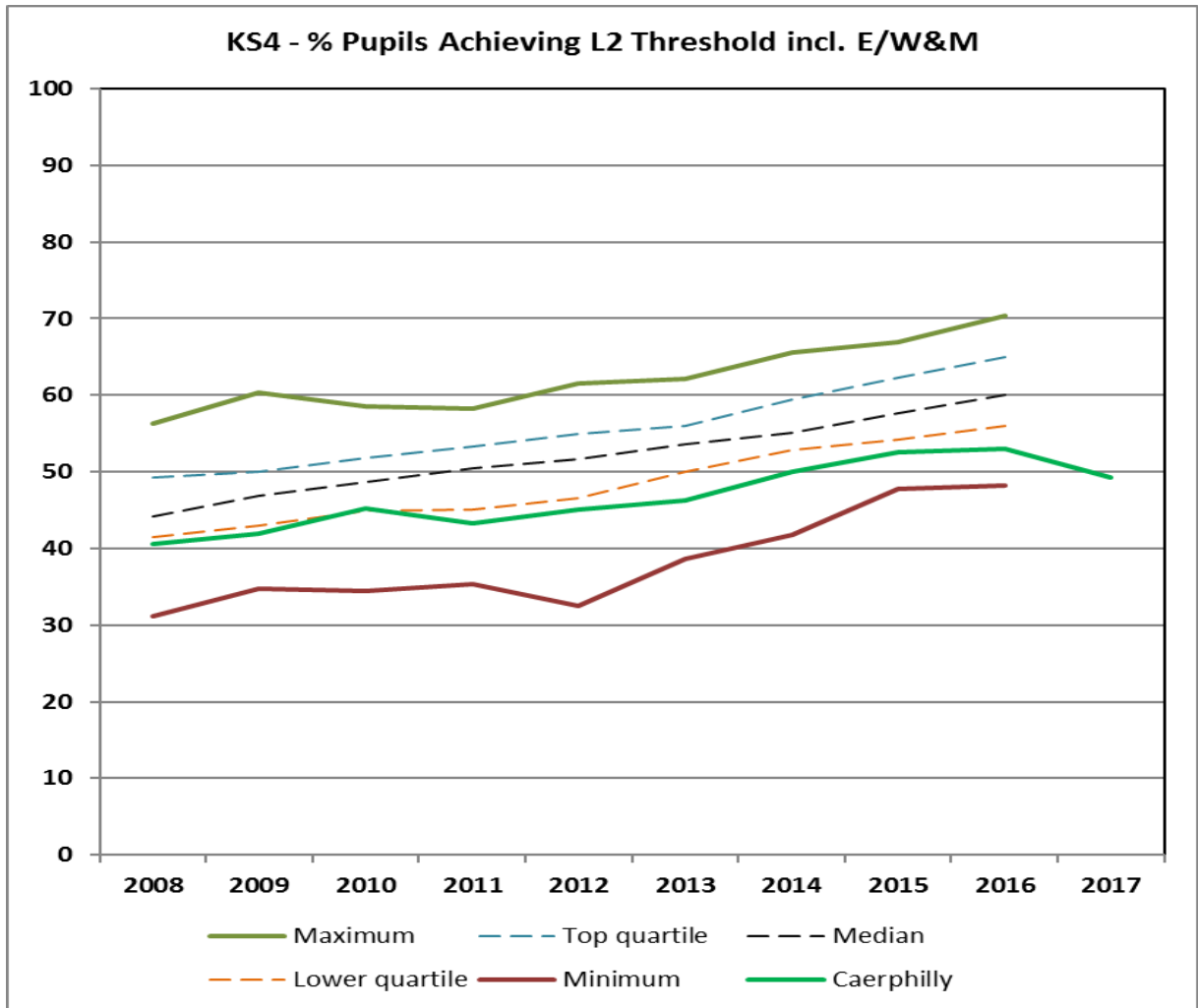
4.7 Wales Rankings

	Reading En	Reading We	Numeracy procedural	Numeracy reasoning
2017	17	16	16	19
2016	18	18	15	18
2015	17	18	18	18

Reading - English		Reading - Welsh		Numeracy - Procedural		Numeracy - Reasoning	
Vale of Glamorgan	89.2	Vale of Glamorgan	92.8	Vale of Glamorgan	89.7	Vale of Glamorgan	89.9
Monmouthshire	88.3	Monmouthshire	92.4	Monmouthshire	88.3	Gwynedd	88.0
Powys	86.4	Merthyr Tydfil	91.2	Ceredigion	86.9	Powys	87.9
Swansea	85.7	Cardiff	89.5	Powys	86.8	Monmouthshire	87.7
Ceredigion	85.2	Powys	88.6	Swansea	86.6	Ceredigion	87.5
Bridgend	84.8	Denbighshire	87.2	Carmarthenshire	86.6	Carmarthenshire	87.5
Pembrokeshire	84.6	Neath Port Talbot	86.8	Gwynedd	85.7	Swansea	87.1
Carmarthenshire	84.3	Swansea	86.8	Bridgend	85.3	Isle of Anglesey	86.1
Cardiff	84.1	Carmarthenshire	85.9	Isle of Anglesey	84.2	Flintshire	85.2
Flintshire	83.8	Wales	85.1	Cardiff	84.1	Bridgend	85.1
Conwy	83.6	Rhondda Cynon Taff	84.9	Wales	83.8	Pembrokeshire	84.3
Wales	83.5	Gwynedd	84.6	Neath Port Talbot	83.8	Wales	84.2
Isle of Anglesey	83.0	Ceredigion	84.3	Flintshire	83.7	Conwy	84.0
Gwynedd	83.0	Pembrokeshire	83.9	Conwy	83.2	Cardiff	83.8
Neath Port Talbot	82.8	Bridgend	83.7	Rhondda Cynon Taff	82.6	Denbighshire	83.1
Merthyr Tydfil	82.4	Conwy	82.6	Merthyr Tydfil	82.5	Neath Port Talbot	82.8
Rhondda Cynon Taff	82.2	Caerphilly	82.6	Caerphilly	81.8	Merthyr Tydfil	82.7
Caerphilly	82.0	Flintshire	82.0	Newport	81.6	Rhondda Cynon Taff	82.5
Denbighshire	81.9	Wrexham	82.0	Torfaen	81.5	Wrexham	81.8
Newport	81.8	Torfaen	81.0	Denbighshire	81.0	Caerphilly	81.6
Torfaen	81.7	Newport	81.0	Wrexham	80.9	Torfaen	80.7
Wrexham	80.8	Isle of Anglesey	79.4	Pembrokeshire	79.5	Newport	79.1
Blaenau Gwent	78.7	Blaenau Gwent	63.5	Blaenau Gwent	77.4	Blaenau Gwent	75.7

4.8 Key Stage 4 (PROVISIONAL)

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2017. A full analysis will be provided on the final validated data set.



	Cohort Number	% L2 E,W+M		
School	2017	2016	2017	2017 Target
Caerphilly	1,965	53.0	49.2	56.0
EAS - South East Wales	6,025	55.5	52.1	59.2
Wales		60.3		

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 the Act.

6. EQUALITIES IMPLICATIONS

- 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, all Equalities and Welsh Language issues are taken into account, where relevant. Similarly the Local Authority self-evaluation considers all equalities issues, and data is also gathered on discriminatory bullying incidents each term as this can impact on attainment figures for pupils who fall under any of the protected characteristics.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications within this report.

9. CONSULTATIONS

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

10. RECOMMENDATIONS

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

11. REASONS FOR THE RECOMMENDATIONS

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

12. STATUTORY POWER

- 12.1 Children and Families Measure (Wales) 2010.
12.2 Local Government Measure 2009.
12.3 Education Act 1996.

Author: Andrew Williams, Principal Challenge Adviser (EAS)
andrew.williams@sewaleseas.org.uk

Consultees: Directorate Senior Management Team
Chris Burns, Interim Chief Executive
Corporate Management Team
Cllr Philippa Marsden, Cabinet Member, Education and Achievement
Cllr Wynne David, Chair of Education Scrutiny Committee
Cllr Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Lynne Donovan, Acting Head of Human Resources and Organisational Development



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH SEPTEMBER 2017

**SUBJECT: THE DEVELOPMENT OF A COMBINED SENSORY AND
COMMUNICATION SERVICE (SENCOM)**

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To update Members regarding the proposals to transfer the Gwent Visual Impairment Service, currently hosted and managed by Caerphilly County Borough Council (CCBC) on behalf of the five Local Authorities (LAs) in the South East Wales Consortium to Torfaen County Borough Council. Torfaen currently hosts and manages the Hearing Impairment (HI) Service and the Communication Intervention Teams (ComIT) on behalf of the region. The current structure can be seen in **Appendix 1**. The report is seeking the views of Members prior to its presentation to Cabinet.
- 1.2 The report sets out all consultation outcomes undertaken between November 2016 and June 2017 in relation to the proposal.

2. SUMMARY

- 2.1 The report sets out the consultation and project group activities undertaken to scope and develop an action plan to combine the Visual Impairment Service, the Hearing Impairment Service and the Communication Intervention Team, under a single employer and governance structure operated by Torfaen CBC.

3. LINKS TO STRATEGY

- 3.1 Caerphilly CBC Corporate Plan - Improve outcomes for all learners particularly those vulnerable to underachievement.
- 3.2 Education (Wales) Act 2014
School Standards and Organisation (Wales) Act 2013
Education Act 1996 – Equality Act 2010
- 3.3 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
 - A prosperous Wales as this is about developing a skilled and well educated population;
 - A healthier Wales as this is about maximising peoples physical and well-being;
 - A more equal Wales, as this is about enabling people to fulfil their potential no matter what their background or circumstances are.

4. THE REPORT

4.1 Following a report to Cabinet on 5th October 2016 (attached as **Appendix 5**), it was agreed to proceed to a formal consultation process in relation to the proposal to transfer all SenCom Caerphilly CBC employees to Torfaen CBC. This report sets out the range of activities undertaken and the outcomes for each of these work streams.

4.2 Following agreement from both Torfaen and Caerphilly CBC Cabinets to consult on the proposal for one authority to host the combined services, a number of project groups and consultation activities were initiated:

Consultation Activity:

1. Sensory & Communication Support Service (SenCom)
2. Caerphilly Staff working as part of SenCom
3. Key third sector partners.

Project Groups:

1. Finance
2. Information Technology Support Systems
3. Human Resources
4. Building and Contracts

4.3 A consultation process took place between November 2016 and June 2017.

4.4 Extensive consultation has taken place within SenCom and in a wider context in relation to this proposal and activities have included:

- Whole service development day focused on analysis of the proposal – 24/11/16.
- Initial meeting with Caerphilly CBC SenCom staff and representatives from CCBC Human Resources and Senior Leaders – 01/12/16.
- Update briefing sent to all schools across South East Wales Consortium – December 2016.
- SenCom hosted a consultation morning with third sector organisations including among others. Royal National Institute for the Blind, SENSE – Support for MSI Children & Adults, National Deaf Children's Society – 27/01/17
- Update Briefing sent to Additional Learning Needs South East Wales Directors Working Group – February 2017.
- Caerphilly SenCom Staff follow-up meeting with HR and Union Representation – 02/02/17
- Individual consultations with Caerphilly SenCom staff with Head of Service - March 2017.

4.5 Activity Outcomes:

Service Staff have been fully involved in the consultation process and have actively shaped the service aims as it moves forward. The staff of SenCom saw significant benefits in moving to one host authority and the cascade impact that would have, including:

- Greater flexibility and more efficient use of resources with combined budgets across the teams.
- More cohesive joint working between the teams and with our partner agencies in health and social care.
- Greater opportunities to use the excellent pool of skills across the service.
- Developing opportunities for more after school/holiday clubs that reach a larger cohort of children.
- Further opportunities to develop the advice and support we offer to Welsh-medium nursery and school settings.
- Advice to schools will be far more co-ordinated so they get only the key messages they need to have an impact on a child's learning.

Outcomes from all consultation exercises are attached as **Appendix 4**.

The weaknesses and threats that staff were concerned about included:

- The potential loss of IT systems that worked well e.g. Idox
- A need to harmonise job descriptions and titles across the three teams, particular for the teaching assistants, with some having the prefix 'specialist' and others not. Some being historically designated as Higher Level Teaching Assistants by one authority when this didn't happen in another.
- Concerns about losing the identity of each of the specialist teams.

4.6 Extensive discussion has been carried out with Caerphilly CBC employed staff on the implications of a possible transfer to Torfaen CBC and the potential routes forward to mitigate their concerns, which include:

- Annual leave entitlement for some staff depending on their terms and conditions. Caerphilly staff have 28 days, Torfaen staff have 31.
- Implications on flexi time currently held by different staff.
- Difference in Bank Holiday entitlements between the two authorities. Caerphilly staff have 9, Torfaen staff have 11
- Parity of grades and salaries between roles in each service
- Pay dates are also different with Caerphilly being the 15th and Torfaen on the last day of the month.

4.7 Third sector colleagues were very positive about the proposal and felt that the timescales suggested allowed sufficient time to ensure a smooth transition with no break in service to the schools and families the service supports. They felt it offered a stable financial platform for the future. They wanted to ensure that any regional partnership board that service reported to include the voice of families and children and were keen to support and be part of this element of the proposal. It is considered that concerns from staff and partner organisations are operational and can be effectively managed through existing capacity and recourses should the transfer take place

Project Groups

4.8 Finance

4.8.1 As indicated in the report to Cabinet on 5th October 2016, the Chief Education Officer and the Head of Service believed the proposals will be a positive development, as they will significantly support the development of a seamless, co-ordinated service that provides far more focused support to schools, families and settings through joined up advice and intervention.

4.8.2 All costs associated with the services involved are already fully funded via a Service Level Agreement (SLA) with the five local authorities. Finance Officers from both Councils have exchanged information on the current budgets for the three individual teams. Work is ongoing with the Finance Officers and the Head of SenCom with regard to the future service structure, potential savings and Service Level Agreement. These proposals will be discussed with Directors and the Joint Executive Group in the Autumn Term 2017.

4.8.3 All proposals will take account of any harmonisation issues that would occur if staff choose to accept an offer of appointment from Torfaen CBC following transfer. There are a few staff that, because of variation in pay scale demarcation, would become entitled to one or two annual increments if they accept a Torfaen contract. Transition and harmonisation staffing costs are estimated at £20k, the cost of which can be met from within the existing service budget (funded through SLA arrangements).

4.8.4 As staff are currently co-located on the same building in Torfaen, there will be no relocation or removal costs. Careful budget management has ensured that there is sufficient resource available to cover transitional costs associated with transfer of IT assets between the councils.

4.9 Information Technology

4.9.1 SenCom is currently made up of three teams, all of whom are based at Brecon House in Cwmbran. Within the building there are two distinct IT systems developed on an adhoc basis by both councils over the years. There is an efficiency and business need to rationalise and harmonise these systems.

A data processing agreement will be required going forward and will consider the relationship between SRS, CCBC, GVIS and all constituent LAs. An information governance agreement will also be developed to support the collaboration. This will consider which organisation is the data controller. Privacy notices will be reviewed in order that service users understand who the data controller is and what information will be used for.

4.9.2 As the workforce are very mobile, working in a number of different educational settings across five authorities, the proposed transfer is an ideal opportunity to ensure staff have the right hardware and software to have good digital connectivity when away from the office setting. This will enable them not only to remain plugged into the service communication system but to better use the technology at their disposal to enrich the learning experiences for the children and young people they provide intervention for. In order for this to happen, an integrated IT system for SenCom needs to encompass:-

- Agile work assets including laptops and smartphones for staff who are peripatetic.
- Remote network support for all staff to allow access to email, sickness and expense/leave management systems.
- Microsoft Office suite.
- Transfer of specialist GVIS software to become Shared Resource Service (SRS) assets.
- Transfer of GVIS iPads to become SRS supported assets.
- An electronic file management system to be used across the service. Currently only GVIS have this.
- An integrated service wide referral and caseload management software solution, as at the moment there are three.
- Integrated telephony network that provided one number contact for service users and rapid transfer to relevant team. There are presently two telephone networks that can't be integrated.
- Comprehensive migration of GVIS data into SRS Servers.

4.9.3 The Service has worked with a Senior Developer Project Analyst from SRS to scope the solutions and process required to achieve these requirements. The design of the proposed business operating model and its implementation is being undertaken to determine the associated features and functions required to achieve a viable product for the service.

4.9.4 Regular meetings will take place with the Head of IT at Caerphilly CBC to plan how the department can support the proposed transfer. A principle has been agreed that following a phased transfer of assets and data migration, any new IT solutions for the service moving forward should be supported by SRS without the need for ongoing Caerphilly intervention. Agreement has been reached on the following:-

- The migration of data from Caerphilly software systems such as PSS and Strive will be possible, with a data format specification being produced so that it can be sucked into a new service caseload management system. There is ongoing planning work between SRS, SenCom and CCBC IT Services to develop a detailed project plan and data processing agreement for SRS to process data on their servers and provide IT support, should the project be given Cabinet consent.
- The electronic file management system the service wishes to adopt across all three teams, idox is already used by Torfaen CBC and supported by SRS. A process to ensure the correct components of this software suite are licenced by SRS is currently being undertaken.

- Caerphilly IT are happy to facilitate the transfer of hardware assets such as laptops and iPads to SRS, if they are felt to still have a useable lifespan.
- The notice for turning off the network Caerphilly supply to Brecon House will only be given once SRS are satisfied they have fully taken over all IT management systems.
- There is still outstanding work to be completed by the IT project group to identify business solutions to meet the strategic aims for the proposed transfer. A timeline for phased implementation is also required.
- This is the most complex and large scale project related to the proposal. The complexity suggests that a phased approach to the implementation of IT processes would be sensible. This would entail that staff have access to the software, assets and systems they need to carry out front line duties from day one of a transfer- 01/01/18. The strategic data management systems will come on-line within a maximum of six months of this transfer date.

4.10 Human Resources

- 4.10.1 CCBC staff employed in GVIS immediately before the transfer and whose employment would have continued with the Council beyond the date of transfer, automatically become employees of Torfaen CBC on the transfer date. Twenty employees (14.4 fte) would automatically transfer to Torfaen CBC under the protection arrangements of TUPE should the transfer be approved. The service has used this opportunity to develop a strategic harmonisation position.
- 4.10.2 The coming together of all SenCom Services under one host authority could mean that current differences between the services terms and conditions are removed. As the informal consultation has progressed, the service has developed a strategic harmonisation proposal with Torfaen CBC that will allow all CCBC staff who are in scope to transfer to Torfaen CBC under TUPE, the opportunity to be appointed to Torfaen's Terms and Conditions of Employment, immediately following their transfer.
- 4.10.3 Caerphilly employees who have been identified as being in scope and who wish to accept an appointment offering the terms and conditions of Torfaen CBC will not suffer any detriment under this proposed arrangement. For staff on NJC Pay and Conditions there would be advantages to them accepting the terms and conditions of employment as follows:
- The annual leave entitlement would be 31 rather than 28 days following ten years' service
 - Torfaen offer eleven bank holidays entitlement as opposed to Caerphilly's nine.
 - Flexi-time for those currently on the Caerphilly scheme would be available at a similar level of a maximum 24 days in a year on a Torfaen CBC contract
 - For a minority of staff because of a slight pay grading differences between the two councils they would become eligible for one or two more annual incremental points over the course of their employment
- 4.10.4 As with TUPE there would be no break in service and the Local Government Pension Scheme applies to both employers. To support all staff in the transition between the Caerphilly pay date of the 15th and Torfaen being on the last day of the month, for those staff who request it a) % bridging loan on flexible terms would be provided by Torfaen CBC
- 4.10.5 As recorded earlier in this report there have been a number of opportunities for staff from all three services to have an input into the consultation process and explore the implications of TUPE alongside support from union colleagues. If both Cabinets agree the proposal, a period of formal consultation and due diligence will take place between 19th October to 24th November 2017. This would include, where requested, one to one sessions with staff to discuss individual terms of the service transfer, which could either be via TUPE or appointment to a Torfaen terms and conditions contract as illustrated above. The employees' period of continuous employment will not be broken by the transfer/appointment - (**Appendix 2**).

4.11 Building and Contracts

- 4.11.1 The building SenCom occupies, which is Brecon House in Cwmbran, hosts a regional specialist pre-school setting for children with multi-sensory impairments. This provides a one stop shop for parents of very vulnerable children and young people to meet and share experiences together as well as receive advice and guidance whilst their children obtain specialist early intervention. It is very well established and is constantly developing its programme of events.
- 4.11.2 During the consultation period the ten year lease on the building reached the end of its term. In preparation for any transfer of staff and assets to Torfaen the service engaged colleagues from both Councils' relevant Estates and Departments to support the renegotiation of the lease in order to ensure the new terms would be acceptable to both councils. Those negotiations have now been substantially concluded with an agreement that both lead officers have endorsed. Three yearly break clauses have been added to tie in with a proposed three year service budget and service level agreement to provide all five authorities with greater flexibility with the management of the service moving forward.
- 4.11.3 Service and building operation is supported by a number of maintenance contracts. There are also a number of contracts for the maintenance of specialist provision the service employs such as the sensory room. In total there are eleven contracts in place. Some of these are on a rolling twelve month basis. Some have a longer term to finish, for example our washroom supplier is currently eighteen months into a three year contract.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 The proposal in 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 the Act and more specifically for the principles noted below:
- Long Term – The report recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs. Combining services under one host local authority will provide a financially more sustainable and efficient Service. Efficiencies from the proposed amalgamation could be used to enhance and focus service resources for the vulnerable young people the service supports.
 - Prevention – We are acting to prevent problems occurring by running a consultation with a view to harmonising services under one local authority. Without the ability to combine budgets and rationalise service purchasing financial efficiency benefits cannot be achieved for the five local authorities.
 - Involvement – The consultation recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses. All relevant stakeholders have been involved in the consultation process including third sector organisations.
 - Collaboration – we have considered who we should collaborate with to achieve this goal and these groups are noted previously in this report.
 - Integration - a more efficient and focussed Sensory and Communication Service will support targets in both Torfaen and Caerphilly's Corporate Plans to raise educational attainment for all learners particularly those vulnerable to underachievement. Improved outcomes for children and young people with sensory and communication difficulties will contribute to the aim of developing a skilled and well educated population in Wales and enable children and young people to fulfil their potential.

6. EQUALITIES IMPLICATIONS

- 6.1 Any potential transfer of Caerphilly staff will need to consider how similar job roles across the service are standardised to ensure equity of terms and conditions and requirements of the role. This has been addressed through an extensive and thorough consultation. TUPE

legislation determines that staff within scope will automatically transfer on their existing terms and conditions however Torfaen CBC have indicated that they will offer all staff who are in scope to transfer, the opportunity to be appointed to Torfaen CBC terms and conditions of service immediately following transfer.

- 6.2 Opportunities for children, young people their families; third sector organisations as well as schools and early years settings to shape service development will be enhanced within the revised SenCom operational model. Stakeholder representatives will be included on a Partnership Board as part of the governance arrangements. The Head of SenCom will make regular reports on the services functioning and impact to the regional Joint Education Group (JEG) which will consider strategic direction, MTFP, and service performance.
- 6.3 An Equality Impact Assessment has been completed in relation to the proposal and is attached as **Appendix 3**.

7. FINANCIAL IMPLICATIONS

- 7.1 The combined budget of the 3 Sensory Services, currently hosted by Caerphilly CBC and Torfaen CBC is £2.3m. As an Authority, Caerphilly CBC contributes circa £739k, approximately 32% of the total cost. Within the context of the £2.3m, the total budget of the VI Service, currently hosted by Caerphilly CBC is £1.2m of which £390k is the Authority's SLA commitment.
- 7.2 As indicated in para 4.8.3 all costs associated with the proposed transition can be managed from within the total current budget. It is anticipated that there will be financial efficiencies going forwards, in addition to strengthening service delivery. Officers are mindful of the need to make savings going forwards.
- 7.3 Since the Sensory Services are funded by the 5 Local Authorities, all future proposals will be discussed and agreed by Directors and the Joint Executive Group in the Autumn Term 2017.

8. PERSONNEL IMPLICATIONS

- 8.1 Twenty Caerphilly CBC staff would transfer to the employment of Torfaen CBC from a proposed date of 1st January 2018, as indicated under point 4.10 of this report, entitled Human Resources.
- 8.2 All collective agreements and trade union recognition agreements binding on the Council will transfer to Torfaen Council with the employee. The employee's period of continuous employment will not be broken by the transfer.

9. CONSULTATIONS

- 9.1 As stated in 4.2 a range of consultation activities were initiated with:

- The Sensory & Communication Support Service
- Caerphilly staff working as part of SenCom
- Key third sector partners.

In addition a number of information sharing events also took place:

- Presentations at Additional Learning Needs Coordinator Forums across the region
- Article for Schools e-newsletters across the five authorities.
- Feed back to multi-professional forums.

9.2 This report has also been circulated to the list of consultees identified at the end of this report and all responses from the consultation have been incorporated in the report.

10. RECOMMENDATIONS

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

10.2 Members are asked to support the transfer of the VI service to Torfaen CBC and support progressing to Cabinet for agreement.

11. REASONS FOR THE RECOMMENDATIONS

11.1 Current hosting arrangements do not easily allow the development of a strong framework to support SenCom's evolving operational structure. One aligned support system and oversight structure will further develop its quality led delivery of services. A team that has the unified resources it needs to work flexibly and enhance the learning experiences will also further enable the best outcomes for vulnerable learners and build capacity across all schools and settings within the consortium.

12. STATUTORY POWER

- Well-being of Future Generations (Wales) Act 2015
- Education (Wales) Act 2014
- School Standards and Organisation (Wales) Act 2013
- Education Act 1996 - Equality Act 2010

Author Sarah Ellis, Lead for Inclusion and ALN
E-mail elliss@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive
Nicole Scammell, Acting Director of Corporate Services & S151
Dave Street, Corporate Director – Social Services
Christina Harrhy, Corporate Director - Communities
Cllr Philippa Marsden, Cabinet Member, Education and Achievement
Cllr Wynne David, Chair, Education for Life Scrutiny Committee
Cllr Gaynor Oliver, Vice Chair Education for Life Scrutiny Committee
Keri Cole, Chief Education Officer
Sue Richards, Interim Head of Service: Planning Strategy and Resources
Lynne Donovan, Acting Head of Human Resources and Organisational Development
Gail Williams, Interim Head of Legal Services & Monitoring Officer
Jane Southcombe, Financial Services Manager
Kathryn Peters, Corporate Policy Manager
Paul Lewis, Acting Head of IT
Tim Broadhurst, Estates Manager
Anwen Cullinane, Senior Policy Officer – Equalities and Welsh Language

Appendices:

Appendix 1 – Current Structure

Appendix 2 – TCBC Terms & Conditions variances to CCBC

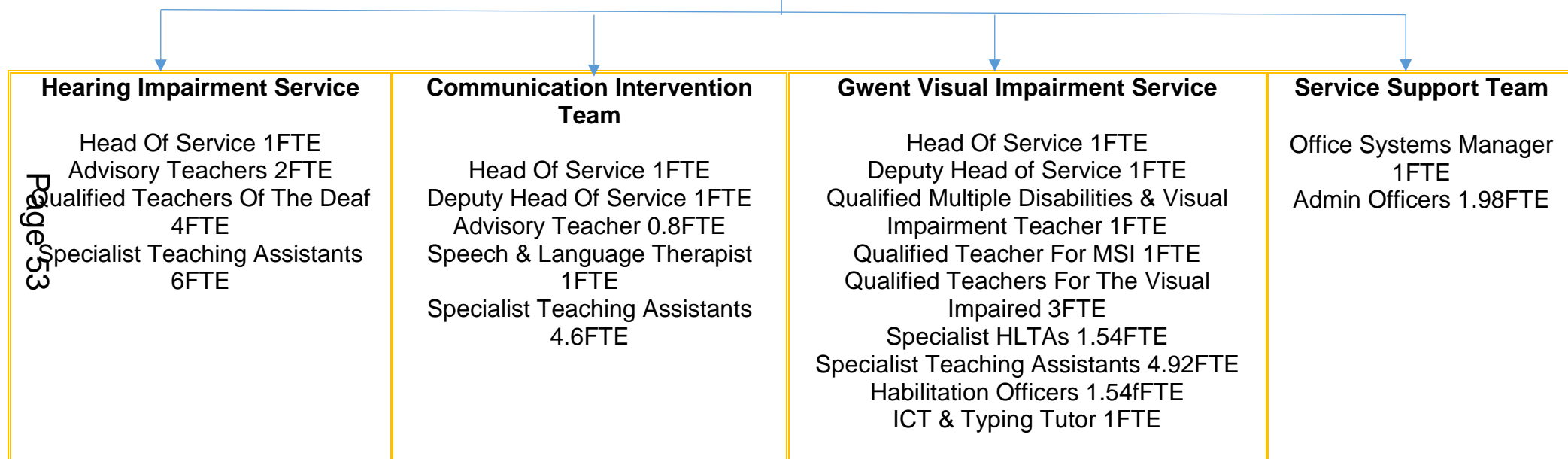
Appendix 3 – Equality Impact Assessment

Appendix 4 – Responses from consultation exercise

Appendix 5 – Report to Cabinet dated 5th October, 2016

Sensory & Communication Support Service Structure As Of September 2017

Head of Sensory & Communication Support Service



TCBC Terms & Conditions – Variances to CCBC

Appendix 2

	CCBC	Torfaen NJC	Comparison
Annual Leave Start	The leave year commences on 1 January and terminates on 31 December in any year 24	The leave year commences on 1 April in any year and terminates on 31 March the following year. 23 days	
Annual Leave 5 years	28	28	
Annual Leave 10 years	N/A	31	
Bank Holidays	9	11	Torfaen overall more favourable on total days when including BH statutory days
Public & Extra Statutory Bank Holidays	Same	Employees required to work on a public or extra statutory holiday shall, in addition to the normal pay for that day, be paid at plain time rate for all hours worked within their normal working hours for that day. In addition, at a later date, time off with pay shall be allowed as follows: - Time worked less than half the normal working hours on that day- Half Day . Time worked more than half the normal working hours on that day- Full Day	
Additional leave	Leave of Absence Scheme available	A range of special leave provisions. A schedule of provisions is available	Same/similar
Flexi Leave	In principle the same - Up to 6 flexi days, taken as full or half days during one period of settlement. Each settlement period is 12 weeks and follows on from the other. You can carry forward no more than 37 credit hours from one settlement period to another and the maximum number of debit hours is 10 hours at the end of each 12 week period.	Up to 24 days a year. Maximum of 6 days can be taken in a 3 month period, 3 month accounting period/10 hours deficit	Same/similar
Pension	Local Government Pension Scheme	Local Government Pension Scheme	Same
Sickness Payments	Same	1 st year – 1 month full pay and (after 4 months service) 2 months half pay.	Same

		<p>2nd year – 2 months full pay and 2 months half pay.</p> <p>3rd year – 4 months full pay and 4 months half pay.</p> <p>4th and 5th year – 5 months full pay and 5 months half pay</p> <p>After 5 years – 6 months full pay and 6 months half pay</p>	
Car Mileage	<p>Same.</p> <p>In order to help the Council meet its sustainable development agenda, a payment of 5p per passenger per business mile, up to the maximum of the seating capacity of the car.</p> <p>All claims to be accompanied by a VAT receipt.</p>	45 pence per mile	Same
<p>Increments</p> <p>Page 55</p>	<p>Increments will be paid on 1st April each year until the employee reaches the maximum paid increment of their grade subject to the following: -</p> <p>There are no disciplinary sanctions in place barring your incremental progression.</p> <p>At least six months have been served in this post. If six months have not been served by 1 April, your increment will be awarded on the anniversary date that marks six months in post.</p>	<p>Increments will be paid on 1st April each year until the employee reaches the maximum paid increment of their grade subject to the following: -</p> <p>Employees with less than 6 months service in the new grade by 1st April will be paid their increment 6 months after their appointment, promotion or re-grading.</p> <p>Employees on designated career grades will progress through the career grade in accordance with the criteria laid down with the individual scheme ratified by the job evaluation process.</p>	
Detriment Scheme	18 month's pay protection subject to a pay differential of no more than 2 grades.	2 years pay protection	

EQUALITY IMPACT ASSESSMENT FORM

April 2016

THE COUNCIL’S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

NAME OF NEW OR REVISED PROPOSAL *	The proposal is to enable all employees of Caerphilly CBC who work for the regional Sensory and Communication Service (SenCom) to transfer their employment to Torfaen CBC.
DIRECTORATE	Education and Lifelong Learning
SERVICE AREA	Additional Learning Needs -
CONTACT OFFICER	Jacquelyn Elias
DATE FOR NEXT REVIEW OR REVISION	

***Throughout this Equalities Impact Assessment Form, ‘proposal’ is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**



INTRODUCTION

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The form should be used if you have identified a need for a full EIA following the screening process covered in the [Equalities Implications in Committee Reports](#) guidance document (available on the [Equalities and Welsh Language Portal](#) on the Council's intranet).

The EIA should highlight any areas of risk and maximise the benefits of proposals in terms of Equalities. It therefore helps to ensure that the Council has considered everyone who might be affected by the proposal.

It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, the Welsh Language (Wales) Measure 2011 and supports the wider aims of the Well-being of Future Generations (Wales) Act 2015. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

Specifically, Section 147 of the Equality Act 2010 is the provision that requires decision-makers to have 'due regard' to the equality implications of their decisions and Welsh Language Standards 88-97 require specific consideration of Welsh speakers under the Welsh Language Standards (No.1) Regulations 2015.

The Older People's Commissioner for Wales has also published 'Good Practice Guidance for Equality and Human Rights Impact Assessments and Scrutinising Changes to Community Services in Wales' to ensure that Local Authorities, and other service providers, carry out thorough and robust impact assessments and scrutiny when changes to community services are proposed, and that every consideration is given to mitigate the impact on older people and propose alternative approaches to service delivery.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

This approach strengthens work to promote Equalities by helping to identify and address any potential discriminatory effects before introducing something new or changing working practices, and reduces the risk of potential legal challenges.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the [Equalities and Welsh Language Portal](#) and the Council's Equalities and Welsh Language team can offer support as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve?</p> <p>The Sensory and Communication Support Service consist of three specialist support teams:</p> <ul style="list-style-type: none">• Communication Intervention Team (ComIT)• Gwent Visual Impairment Service (GVIS)• Hearing Impairment Service (HIS)• <p>Caerphilly CBC currently host Gwent Visual Impairment Service on behalf of the five LAs in South East Wales Consortium. Torfaen CBC currently manage the Hearing Impairment Service and the Communication Intervention Teams on behalf of the region.</p> <p>The proposal is to enable all employees of Caerphilly CBC who work for the regional Sensory and Communication Service (SenCom) to transfer their employment to Torfaen CBC.</p>
----------	---

2	<p>Who are the service users affected by the proposal?</p> <p>Staff members currently employed by Caerphilly CBC and working in various capacities for SenCom i.e. advisory teachers, specialist teachers, teaching assistants and administrative staff, would be affected by the proposal.</p>
----------	--

IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</p> <p>Any potential transfer of Caerphilly staff will need to consider how similar job roles across the service are standardised to ensure equity of terms and conditions and requirements of the role. This has been addressed through consultation. TUPE legislation determines that staff within scope will automatically transfer on their existing terms and conditions however Torfaen CBC have indicated that they will offer all staff who are in scope to transfer, the opportunity to be appointed to Torfaen CBC terms and conditions of service immediately following transfer.</p> <p>The proposal will not have any detrimental effect on services to schools or pupils with specific sensory impairments. Children and young people with disabilities will continue to have full access to specialist support services.</p>
----------	--

	<p>Actions required:</p> <p>If the proposal is agreed by Cabinet period of formal consultation and due diligence will take place between 4th -29th September 2017. This would include, where requested, one to one sessions with staff to discuss individual terms of the service transfer, which could either be via TUPE or appointment to a Torfaen terms and conditions contract as illustrated above.</p>

<p>4</p>	<p>What are the consequences of the above for specific groups?</p> <p>Service delivery will be unaffected by the proposal and there would not be any impact on groups of pupils with protected characteristics.</p>
	<p>Actions required:</p> <p>No action required</p>

<p>5</p>	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Equalities and Welsh Language Portal)</i></p> <p>The proposal would not have any effect on the opportunities for persons to use the Welsh language or contribute to Welsh language being treated less favourably than the English language.</p>
	<p>Actions required:</p> <p>No action required</p>

INFORMATION COLLECTION

6	<p>Is full information and analysis of users of the service available? <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so, what has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)</i></p> <p>If the proposal is agreed, the likely benefits of this would be improved efficiency in the way staff and resources are deployed, thereby enhancing directly the provision to children families and schools.</p> <p>The proposal will not have any detrimental impact on service delivery to children and young people with sensory impairments. As part of the consultation process third sector organisations such as the RNIB, NCDS and SENSE were given the opportunity to comment on the proposal. The response from that sector to the proposal was positive.</p>
	<p>Actions required:</p> <p>No further action required</p>

CONSULTATION

7	<p>What consultation has taken place?</p> <p>Consultation events included</p> <ul style="list-style-type: none"> • Whole service development day focused on analysis of the proposal – 24/11/16. • Initial meeting with Caerphilly CBC SenCom staff and representatives from CCBC Human Resources and Senior Leaders – 01/12/16. • Update briefing sent to all schools across South East Wales Consortium – December 2016. • SenCom hosted a consultation morning with third sector organisations including among others. Royal National Institute for the Blind, SENSE – Support for MSI Children & Adults, National Deaf Children’s Society – 27/01/17 • Update Briefing sent to Additional Learning Needs South East Wales Directors Working Group – February 2017. • Caerphilly SenCom Staff follow-up meeting with HR and Union Representation. – 02/02/17 • Individual consultations with Caerphilly SenCom staff with Head of Service - March 2017. <p>In addition a number of information sharing events also took place:</p> <ul style="list-style-type: none"> • Presentations at Additional Learning Needs Coordinator Forums across the region • Article for Schools e-newsletters across the five authorities. • Feed back to multi-professional forums.
---	--

	<p>Actions required:</p> <p>If the proposal is agreed a period of formal consultation and due diligence will take place between 4th -29th September 2017. This would include, where requested, one to one sessions with staff to discuss individual terms of the service transfer, which could either be via TUPE or appointment to a Torfaen terms and conditions contract as illustrated above.</p>
--	---

MONITORING AND REVIEW

8	<p>How will the proposal be monitored?</p> <p>A Collaboration Agreement will underpin the proposed arrangement with Torfaen as the lead authority. The Collaboration Agreement will detail contributions, reporting arrangements, cessation process and penalties. The joint committee will meet termly and involve senior officers from each of the five LAs.</p> <p>Stakeholder representatives will be included on a Partnership Board as part of the Governance arrangements. It is suggested that the board should include:</p> <ul style="list-style-type: none"> • Additional Learning Needs leads for the five authorities. • Representation from partner third sector organisations such as NDCS, RNIB & SENSE. • Family and young person representation • Representation from Health Board Services. <p>The Head of SenCom will make regular reports on the services functioning and impact to the regional Joint Education Group (JEG).</p> <p>The SenCom complaints system will record any issues by Equalities category and the analysis of complaints and their nature will be reported to the Partnership Board</p>
	<p>Actions required:</p>
9	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>The Service will provide an annual report which will be presented to the Partnership Board and Joint Education Group (JEG)</p>
	<p>Actions required:</p> <p>No further action required</p>

10	<p>Have any support / guidance / training requirements been identified?</p> <p>The consultation process has not identified any specific training requirements.</p>
	<p>Actions required:</p> <p>No further action required</p>

11	<p>Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.</p> <p>The proposal will not impact on any group in the community.</p>
-----------	--

12	<p>What wider use will you make of this Equality Impact Assessment?</p> <p>The Equality Impact assessment will be included as an appendix to reports on the proposal to Scrutiny Committee and Cabinet</p>
	<p>Actions required:</p> <ul style="list-style-type: none"> EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.

Completed by:	Jacquelyn Elias
Date:	
Position:	ALN Service Manager
Name of Head of Service:	Keri Cole



Gwasanaethau Cymorth Cyfathrebu a Synhwyrdd

Sensory & Communication Support Service

Background Paper: Feedback from Consultations Relating To New Employment Arrangements and Transfer of Assets for the Sensory and Communication Support Service

Extensive consultation has taken place within SenCom and in a wider context in relation to this proposal and activities have included:

1. Whole service development day focused on analysis of the proposal – 24/11/16.

SWOT Analysis of the Proposal to Move Caerphilly CBC Staff to Torfaen CBC to Have One Host Authority for SenCom

Completed By SenCom Staff at Service Development Day

Strengths

- More staff
- Excellent pool of skills within teams
- Joined up Service
- Range of expertise, resources and IT
- CHAT children
- Any work with Health and Social Care professionals brings them into a joined up service in the long term (Brecon House)
- With new way of working we can build our own capacity focussing on areas of greatest need
- Working from home using VPN
- Flexibility with combined budgets
- Economies of scale
- Joint referrals
- More cohesive working between joint teams
 - ADP (listening pathway)
 - MSI (target setting)
 - Habilitation

Weaknesses

- Torfaen IT systems?
- HLTA's have different definitions with the teams
- Losing idox?
- Losing PSS?

Opportunities

- Shared resources and expertise
- Good communication with the teams

- Sharing training to work within the service
- Share expertise (training on the HI packs)
- Additional roles in the service
- Opportunities for more after school/holiday clubs
- Bigger welsh-medium
- To promote our Service (SenCom) to schools. Will provide us with opportunity to reinforce our needs in partnership working

Threats

- Torfaen IT systems and merging different systems – loss of data
 - Resource data bases not the same
 - Loss of identify of specialist teams
 - Salaries – parity of grades and salaries between roles in each service
 - Annual leave entitlement – Caerphilly staff have 28, Torfaen staff have 31
 - Implications on flexi time
 - Difference in Bank Holiday entitlement
 - Pay dates?
 - Some people finding it hard when in the past they have done things differently (including socialising and celebrating)
 - HI HLTA's job title 'specialist TA' how will this affect status, pay and role?
2. Initial meeting with Caerphilly CBC SenCom Staff and representatives from CCBC, TCBC Human Resources and Senior Leaders – 01/12/16.
 3. Update briefing sent to all schools across South East Wales Consortium – December 2016.

Email Briefing: Regional Specialist Support Teams look for greater integration.

The Hearing Impairment and Gwent Visual Impairment Services along with the Communication Intervention Team are currently exploring the possibility of becoming one service hosted by just one local authority. The teams, who are co-located in Cwmbran and offer specialist advice and support across all five authorities in South East Wales are currently hosted by Torfaen and Caerphilly County Borough Council's. The Cabinet Committees from both councils recently gave permission for the teams to consult on Caerphilly staff, who largely work within the Visual Impairment Service to move across to join their colleagues as Torfaen employees. This would create one new service The Sensory and Communication Support Service (SenCom) and enable the team to provide a far more seamless and efficient service to families, schools and early years settings. A full report on the consultation and implications for the proposed move will be taken back to both councils for a final decision on the planned merger and we will update schools shortly after this.

4. SenCom hosted a consultation morning with third sector organisations including among others. Royal National Institute for the Blind, SENSE – Support for MSI Children & Adults, National Deaf Children's Society – 27/01/17

At this meeting, following a presentation of proposal the third sector organisations completed a joint SWOT analysis:

Strengths

- Time scale for informal consultation will allow for true staff engagement in the process.
- The concept of a Partnership Board that truly recognised all stakeholders would be a welcome addition to the Services communication and accountability profile. All organisations were keen to be part of this.
- A recognition of the logical efficiencies that could be made through merger.

Weaknesses

- There was concern that getting the right IT infrastructure and having the resources to achieve this could be problematic.

Opportunities

- A real opportunity to future proof and get the right service delivery model in place to support families.
- All organisations welcomed the approach been taken and were encouraged by the strategic direction of the service.
- There could be opportunities for the schools who host special resource provisions to also be represented on the partnership board.
- The chance to develop a one stop shop for families with disabled children was supported.

Threats

- Ensuring the service develops a comprehensive communication strategy to sign post changes was raised as an issue to consider.
- Ensure the merger wasn't seen as a chance to cut costs and reduce service capability.

5. Caerphilly SenCom Staff follow up meeting with HR and Union Representation. – 02/02/17
6. Individual consultations with Caerphilly SenCom staff with Head of Service - March 2017.

Typical Questions Arising from Discussions from informal consultation meeting 02/02/17 and meetings between Head of Service and Individual Members of SenCom Staff.

- Would flexi time arrangements be available to staff if they transferred on to a Torfaen Contract rather than TUPE? These staff currently have flexi time working as Caerphilly staff.

A: Yes Flexi-time would be available but on the Torfaen system which is similar to CCBC.

- Would staff who TUPE stay on Caerphilly pay scales or automatically transfer to Torfaen – for some this makes a significant difference. For example, I have a staff member on Caerphilly Grade 8 SCP35 with the prospect of two further incremental points. On the Torfaen scale this becomes Grade 8 SCP 35 with the prospect of five additional incremental points. Obviously this member of staff is keen to have a Torfaen contract.

A: Should staff take up the offer of a TCBC terms and condition contract following TUPE, they would transfer to the TCBC NJC pay scale at the equivalent scale point and should annual increments become due they would be awarded automatically over time.

- If a staff member is at the top of their grade say SCP19. Am I right in assuming they won't move a grade boundary, in this case in between Grade 4 and 5?

A: That is correct, following TUPE if the staff member has reached the top of their salary grade they will remain there as it is for all other staff.

Other questions were pertinent to individual members of staff.

25th July 2017

Roger Thurlbeck

Head of Sensory and Communication Support Services

Pennaeth Gwasanaethau Cymorth Cyfathrebu a Synhwyraidd



CABINET – 5TH OCTOBER 2016

SUBJECT: PROPOSAL FOR THE DEVELOPMENT OF A COMBINED SENSORY AND COMMUNICATION SERVICE (SENCOM) MADE UP OF THE VISUAL IMPAIRMENT (VI) SERVICE, HEARING IMPAIRMENT (HI) SERVICE AND THE COMMUNICATION INTERVENTION TEAM.

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 The report sets out the proposal for the development of a combined Sensory and Communication Service (SenCom) made up of the Visual Impairment Service, the Hearing Impairment Service and the Communication Intervention Team, under a single employer and governance structure operated by Torfaen CBC. This will involve the transfer of some staff from Caerphilly CBC to Torfaen CBC necessitating appropriate consultation following permission from Cabinet to proceed. The purpose of the report is to seek agreement from Cabinet to proceed with a consultation to transfer Gwent Visual Impairment Service, currently hosted by Caerphilly CBC, to Torfaen CBC. Torfaen CBC currently manage the Hearing Impairment Service and the Communication Intervention Teams on behalf of the south east Wales region.
- 1.2 If permission is granted to proceed, a consultation with Sensory and Communication Service staff and partners will commence on 6th October 2016 with the proposal that all employees of Caerphilly CBC who work in the Sensory and Communication Service (SenCom) transfer their employment to Torfaen CBC as of 1st April 2017.

2. LINKS TO STRATEGY

- 2.1 Caerphilly CBC Corporate Plan 2015-16 – Improve outcomes for all learners, particularly those vulnerable to underachievement.
- 2.2 Torfaen CBC Corporate Plan 2016-2021- Raising educational attainment.

3. THE REPORT

- 3.1 The Sensory and Communication Support Service consist of three specialist support teams:
- Communication Intervention Team (ComIT)
 - Gwent Visual Impairment Service (GVIS)
 - Hearing Impairment Service (HIS)
- 3.2 ComIT was established in 2008, while the HIS and GVIS were established by Gwent County Council prior to local government reorganisation in 1986. All three services are co-funded by the five local authorities in the South East Wales Consortium area and provide a regional, highly specialist 0-19 training and intervention service to families, early years settings and schools. In the academic year 2015/16 the service supported around 1700 children and young people.

- 3.3 The current Head of Service took up his post in September 2015 with a remit to develop greater strategic and operational integrated processes between the teams. This has been a long held desire of the consortium and the five local authority Directors of Education have expressed a wish to see the teams amalgamate under the auspices of a single local authority. This proposal has already been discussed with the Executive Members for Education from both LAs.
- 3.4 The Chief Education Officer and the Head of Service believe the proposals will be a positive development as they will:
- Significantly support the development of a seamless, coordinated service that provides far more focused support to schools, families and settings through joined up advice and intervention.
 - Provide a one-stop setting for families where they know they can receive high quality support and guidance. This is particularly appropriate for families whose children may have a range of complex needs.
 - Enhance the sharing of expertise and a wide range of resources across the three services to aid the service in attaining its strategic objective of becoming a national leader in innovative practice.
 - Support further efficiencies by combining IT and administrative support services in order to provide greater value without additional costs to all partner local authorities.
- 3.5 Although the three teams have operated as independent service providers for many years and their contributions are well regarded by schools and families, now is the ideal opportunity to re-organise the workforce arrangements so that the service can implement its strategic aims and be able to respond effectively and flexibly to the anticipated requirements of the forthcoming Additional Learning Needs and Education Tribunal (Wales) Bill. If Cabinet agrees for the proposal to commence, a formal consultation will begin with staff and stakeholders on 6th October 2016. Officers will then report back to members on the outcome of the consultation together with a full Outline Business Case, for consideration by Cabinet early in the new year.

4. EQUALITIES IMPLICATIONS

- 4.1 Council's full Equalities Impact Assessment process will be applied to the formal Consultation Document and subsequent report to Cabinet.

5. FINANCIAL IMPLICATIONS

- 5.1 It is proposed that all staff currently employed by Caerphilly CBC stay on their current terms and conditions upon and after transfer. This model has been successfully used in the development of the Education Achievement Service and will be replicated in relation to this proposal. All costs associated with the services involved are already fully funded via a service level agreement with the five local authorities.
- 5.2 As staff are currently co-located on the same building in Torfaen there will be no relocation or removal costs.
- 5.3 During the consultation period finance officers from Caerphilly and Torfaen will work together to provide a detailed analysis of any potential transitional costs, which will include management costs, costs associated with maintaining the building and infrastructure improvement costs such as IT. This analysis will be included in the consultation report to Cabinet.

6. PERSONNEL IMPLICATIONS

- 6.1 Employees employed in the VI Service immediately before the transfer and whose employment would have continued with the Council beyond the date of transfer, automatically become employees of Torfaen Borough Council on the transfer date. 20 employees (14.4FTE) would have an entitlement to transfer.
- 6.2 TUPE imposes obligations upon the Council and Torfaen Council to provide certain information and to consult in respect of affected employees. A TUPE protocol will be developed as a focus for consultation and so that all parties have a clear framework within which any transfer will be facilitated.
- 6.3 An integral part of the transfer process will be structured and open communication between the Council, Employees, Trade Union representatives and Torfaen Council. HR Officers from both Councils will work closely with the respective managers, staff and the unions in this regard.
- 6.4 All collective agreements and trade union recognition agreements binding on the Council will transfer to Torfaen Council with the employee. The employee's period of continuous employment will not be broken by the transfer.
- 6.5 All employees transferring will have exactly the same terms and conditions that they enjoy with the Council immediately prior to transfer with the exception of any specific TUPE measures necessary to secure the transfer process. For example payroll dates differ from Council to Council. Changes necessary to pay employees on the same date (i.e. the end of the month) would be discussed and managed with employees affected

7. CONSULTATIONS

- 7.1 If agreement is given, a full six week consultation process will be undertaken with all members of SenCom and all partners. Feedback from the consultation exercises will be included with a final report to Cabinet.

8. RECOMMENDATIONS

- 8.1 Cabinet are asked to note the content of the Report.
- 8.2 That Cabinet agree to the proposal to commence consultation on the proposed transfer of all SenCom Caerphilly CBC based staff to Torfaen CBC in connection with the proposal to create a combined Sensory and Communication Service.
- 8.3 That Cabinet agree that officers report back to members the outcome of the consultation together with a full Outline Business Case in relation to the proposals to create the combined service for consideration by Cabinet early in the new year.

9. REASONS FOR THE RECOMMENDATIONS

- 9.1 Current hosting arrangements do not easily allow the development of a strong framework to support SenCom's evolving operational structure. One aligned support system and oversight structure will further develop its quality led delivery of services. It will also further enable the best outcomes for vulnerable learners and build capacity across all schools and settings within the consortium.

10. STATUTORY POWER

- 10.1 This is a Cabinet function.

Author: Jacquelyn Elias
E-Mail: eliasj@caerphilly.gov.uk
Consultees: Mr C Burns, Interim Chief Executive
Keri Cole, Chief Education Officer
Mr Bleddyn Hopkins, Assistant Director, 21st Century Schools
Cllr D Havard, Cabinet Member for Education
Gail Williams, Interim Head of Legal Services and Monitoring Officer
Jane Southcombe, Financial Services Manager
Lisa Haile, Personnel Manager



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH SEPTEMBER 2017

SUBJECT: 21ST CENTURY SCHOOLS BAND B PROPOSALS

REPORT BY: INTERIM CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to consult Members on priorities contained within the Council's draft 21st Century Schools Band B Strategic Outline Programme (SOP) that required submission to Welsh Government (WG) by 31/07/17 and agree the establishment of a Cross Party Working Group whose remit will be to review and discuss the proposals in detail.
- 1.2 The findings of the Cross Party Working Group will be reported back to the next Scrutiny meeting.
- 1.3 The views of Members will be included in the report prior to its presentation to Cabinet and full Council.

2. SUMMARY

- 2.1 The WG 21st Century Schools Programme required all Local Authorities to submit Band B Strategic Outline Programmes (SOP) for consideration by 31/07/17.
- 2.2 Due to the tight timescale stipulated by WG it was not possible to obtain Member approval prior to the submission of the SOP. However the proposals were approved by the School Strategy Board and discussed in detail with Cabinet Member. It has been made clear to WG that the submission has yet to receive Member approval, and may be subject to change.
- 2.2 The Band B 21st Century Schools Programme is due to begin in April 2019 and last until March 2024. This comprises of £1.1 billion of both capital and revenue funding.
- 2.3 The aims of the investment programme, outlined by WG, are to:
 - Reduce the number of poor condition schools and colleges
 - Reduce surplus capacity and ensure we have the right size schools and colleges in the right location that:
 - Provide enough places to deliver Welsh and English Medium Education; and
 - Ensure the effective and efficient use of the Educational estate – encouraging the wider use of school buildings for Community facilities and usage.

- 2.4 In addition the Council's proposals have identified school using additional local priorities as outlined in detail within the body of this report.
- 2.5 The draft Strategic Outline Programme submitted to WG contained a bid for projects in the sum of £78 million of capital funding and up to £32 million of revenue (MIM) funding.
- 2.6 It is proposed that a Cross Party Working Group is established to brief members on the Council's priorities that have been identified in the Strategic Outline Programme submitted to WG and consult Members on the individual schools identified during this process.

3. LINKS TO STRATEGY

- 3.1 The SOP contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular, as follows:
- **A prosperous Wales** – creating fit for purpose schools in order to support the development of a skilled and well educated population.
 - **A resilient Wales** – by developing an eco-friendly school environment to provide a better sustainable environment for future generations.
 - **A healthier Wales** – by providing community schools that can be used to provide health, physical and community services amongst pupils, parents and child care providers.
 - **A more equal Wales** – by ensuring our learners fulfil their potential irrespective of background.
 - **A Wales of cohesive communities** – by encouraging stakeholders to contribute to project planning and through a thorough and comprehensive consultation process.
 - **A Wales of vibrant culture and thriving Welsh language** – the programme is a key aspect of the Welsh Education Strategic Plan in ensuring there are sufficient Welsh Medium school places to support the challenging target of 1 million Welsh speakers in Wales by 2020.
 - **A globally responsible Wales** – by contributing to the continued improvement of the Economic, Social, Environment and Cultural Well-Being of the Borough.

4. THE REPORT

- 4.1 The 21st Century Schools Programme is regarded as a major, long term and strategic capital investment programme supporting large scale capital building projects across Wales with the aim of enhancing school buildings to meet 21st Century educational needs.
- 4.2 The Programme focuses resources on the right school, in the right place, from early years through to post-16, with funding jointly provided by WG and Local Authorities.
- 4.3 Through the 21st Century Schools Programme, WG, in collaboration with all Local Authorities across Wales, is aiming to deliver:
- Learning environments for children and young people in Wales aged from three to nineteen that will enable the successful implementation of strategies for school improvement and better educational outcomes
 - A sustainable education system through better use of resources to improve efficiency and cost effectiveness of the education estate, which enhances local public service provision; and
 - A 21st Century Schools Standard for all schools in Wales which reduces recurrent costs, energy consumption and carbon emissions.

- 4.4 Members will recall that the Council received funding for projects valued at £56.5 million under Band A of the 21st Century School Programme as outlined below:
- Y Gwyndy (Welsh Medium) – Primary & Secondary £20m
 - Secondary Rationalisation Phase 1 – Islwyn High £25.5m
 - Abertysswg/Pontlottyn Primary - £8m.
 - Newbridge School extension and Cwmcarn High part demolition - £3m.
- 4.5 The second Band of the Programme, Band B has been launched by WG, which will run from 2019 to 2024 and comprise of £600million of capital funding and £500 million of revenue via a Mutual Investment Model.
- 4.6 The capital funding grant rate is 50%, i.e. WG fund 50% and the Council fund the remaining 50%.
- 4.6.1 The Building Bulletin (BB) 98 (Secondary) and Building Bulletin (BB) 99 (Primary) Regulations are a calculation of the recommended size of a school based on pupil numbers. The 21st Century schools Band B funding will be calculated by WG using the recommended size contained within this bulletin and an agreed rate per square metre (Appendix 1). This will ensure that funding is applied consistently across Wales.
- There are a number of different elements to this calculation including:
- Proposed standard price per square metre
 - Furniture fitting and equipment per pupil
 - ICT per pupil.
- 4.6.2 Using the above calculation a 315 pupil primary school (1.5 from entry i.e. 45 pupils per year group) is predicted to cost £5.493 million, with a Council contribution of £2.7465 million, broken down as follows:
- Build £4.933 million
 - ICT allocation £174,825
 - Furniture, Fittings and Equipment £384,615.
- 4.6.3 The above calculation does not give consideration to any “abnormal” costs, i.e. contamination, gradient and flood risk. Any additional costs would need to be evidenced and considered separately at the Business Case stage.
- 4.6.4 If any project exceeds the calculated value shown in Appendix 1, excluding approved abnormal costs, the grant would be capped at the threshold indicated.
- 4.7 The Mutual Investment Model (MIM) will enable WG to make an additional revenue investment with a maximum capital value of £500 million. This can be used for contracts whereby the successful contractor will **Design** and **Build** the new facilities and provide the **Finance** to do this. The successful contractor will also provide **Maintenance** and lifecycle services for the facilities in the long term (**DBFM**). This means that as well as providing new facilities, WG will be investing in the maintenance of the new asset, so it will remain in good condition for future generations.
- 4.7.1 The MIM revenue grant rate is 75%, i.e. WG fund 75% and the Council fund the remaining 25%.
- 4.7.2 WG have developed a MIM “Bidder Model” which shows an annual charge (25% of which was inflated by RPI for 25 years) depending upon the size of the school/college. The size of the school is determined using maximum area of BB98/99 dependant on pupil number and school type. This excludes all furniture, equipment and ICT.

- 4.7.3 Using this model a 315 pupil primary school (1.5 from entry, 45 pupil per year group) is predicted to cost the Council £137K per annum for 25 years, with a total outlay of £3.809 million.
- 4.7.4 The revenue funding payments for the MIM contracts will not start until the facilities are built and available for use and will be paid via annual charge, 25% of which is inflated by the Retail Price Index (RPI) for 25 years.
- 4.7.5 In addition to the annual outlay shown above the Council would also need to budget for the following items which sit outside this “annual charge”, this will attract a 50% grant rate:
- Pre contract signature costs, including procurement and specialist consultant costs
 - Land purchase
 - Legal searches
 - Survey cost including all specialist surveys for example, acoustics, environmental, ecological, ground condition
 - Outline planning costs
 - Authority project team costs.
- 4.7.6 As with the capital scheme outlined in 4.6 above there is a fixed rate applied to the purchase of furniture, equipment and ICT. This sum has not been included in the annual charge model and will attract a 50% grant rate.
- 4.8 The key aim of the Band B Programme is a reduction in the number of poor condition schools across Wales and ensuring that there are adequate school places to meet current and future demand. The condition of schools will also take into account the suitability for the delivery of Education, i.e. fit for purpose classrooms, halls etc. However WG have indicated that they may also take into account other factors such as flexibility of assets, efficiency of the education estate and deprivation when prioritising projects.
- 4.9 The school condition surveys, undertaken in 2014, classified schools in categories A to D for both condition and suitability. The surveys did not identify any condition category D schools in Caerphilly, however there are 53 category C schools, 16 of which were also category C for suitability. Any significant changes to school buildings since 2014, i.e. new builds have been taken into account within this categorisation.
- 4.10 The areas for priority were identified by the School Strategy Board using the WG investment criteria of condition and suitability, in addition to meeting the Council’s local pressures on school places predicted over the period of the grant.
- 4.11 In order to meet the WG deadline of 31/07/17 a draft Strategic Outline Programme (SOP) for Band B has been submitted. Due to the tight timescale stipulated by WG it was not possible to obtain Member approval prior to the submission of the SOP. However the proposals were approved by the School Strategy Board and discussed in detail with Cabinet Member. It has been made clear to WG that the submission has yet to receive Member approval. This submission contains a bid for a maximum “funding envelope” of £78 million of capital funding (50% to be met by the Council) and £32million of revenue funding via the MIM scheme. This bid will be assessed by WG against the proposals submitted by the 21 other Councils.
- 4.12 Albeit the timescales did not lend themselves to a full consultation process with Members, prior to the draft submission, it is proposed that a Cross Party Working Group, with full geographical representation, is established to review the initial proposals and report findings back to the next Scrutiny Committee.
- 4.13 Due to the tight timescales between the two Scrutiny meetings it is proposed that the Cross Party Working Group will meet for two three hour sessions during the weeks commencing 09/10/17 and 16/10/17. It is essential that there is a full geographical representation of Members on the group and that all Members are available for both sessions.

- 4.14 WG is intending to make a decision on the Strategic Outline Programmes in the Autumn term. Only then will the Council be clear as to what funding is available and what projects could be funded in this Band of 21st Century Schools funding.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This proposal 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 the Act in that:
- **Long Term** - Forecasting of pupil numbers has been utilised to identify the demand for school places to ensure sufficient Educational places in our schools. This information has been used to prioritise schools within the SOP.
 - **Prevention** - Improving the quality of the Education estate generally will support pupils in their long term education and skills outcome in that they are more likely to succeed if their Educational experience is positive.
 - **Integration** - The 21st Century Schools Programme is subject to BREEAM and Community Benefits of individual proposals are assessed and monitored for their impact on the Welsh economy. The proposals are also part of a strategy to promote Welsh Language and Culture.
 - **Collaboration** – The 21st Century Schools Programme is collaboration between the Council and Welsh Government to improve the quality of the Education estate.
 - **Involvement** – Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders e.g. parents, pupils and the local community.

6. EQUALITIES IMPLICATIONS

- 6.1 All relevant Equality Impact Assessments for individual projects will be undertaken prior to moving to consultation stage and will be made available to any persons who wish to receive copies.

7. FINANCIAL IMPLICATIONS

- 7.1 The SOP will significantly reduce backlog maintenance costs, running costs, surplus places and revenue budgets.
- 7.2 The current bid, if approved, is for a maximum “funding envelope” of £78 million of capital funding (50% to be met by the Council) and £32million of revenue funding via the MIM scheme.
- 7.3 The capital funding budget is a traditional format which funded the first phase of the Band A Programme and is a straightforward process of joint funding any new projects.
- 7.4 It is envisaged that the Council’s match funding of the grant investment will take the form of a combination of:
- The use of general fund reserves
 - Treasury management savings
 - Capital receipts.
- 7.5 The MIM model, as outlined above, uses a “Bidder Model” to calculate the Council’s annual 25 year investment to the project. However there are additional capital costs in relation to those items highlighted in 4.7.5 above. The successful contractor will also provide maintenance and lifecycle services for the facilities in the long term.

- 7.6 It is important to stress that the model is not a Private Finance Initiative (PFI) agreement, as the only school services that will be provided under the MIM contract will be building maintenance. Other school contracts, such as catering, cleaning, grounds, ICT, etc., will be provided by providers determined by the Governing Body.

8. PERSONNEL IMPLICATIONS

- 8.1 This will be dependent on specific proposals and will be considered as part of the consultation process.

9. CONSULTATIONS

- 9.1 As detailed below. All comments received have been reflected in the report.

10. RECOMMENDATIONS

- 10.1 That Members note the content of the report and agree to the establishment of a Cross Party Working Group to discuss the proposals in more detail at individual school level.
- 10.2 That Members agree for the findings of the Cross Party Working Group to be reported back to the next Scrutiny Committee prior to the proposals being presented to Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To ensure the Council's Band B Proposals meet both WG and the Council's funding priorities.

12. STATUTORY POWER

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

Author: Sue Richards, Interim Head of Planning, Strategy & Resources
E-mail: richase@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive
Keri Cole, Chief Education Officer
Christina Harray, Corporate Director, Communities
Dave Street, Corporate Director, Social Services
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Nicole Scammell, Acting Director of Corporate Services & S151
Lynne Donovan, Acting Head of Human Resources and Organisational Development
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Gail Williams, Interim Head of Legal Services and Monitoring Officer
Ros Roberts, Performance Manager
Mark Williams, Interim Head of Property Services.

Appendices:
Appendix 1 Building Bulletin Regulations 98/99

Size and Cost Standards for new build schools under the 21st Century Schools and Education Programme

1. Size

To ensure that funds are distributed fairly and that our schools offer a consistent standard across Wales, we advise that schools are designed according to the maximum of BB98 (secondary) and BB99 (primary).

Table 1 below provides the minimum and maximum size ranges specified within each bulletin.

Table 1

Primary Schools	Nursery (FTE)	Size of School	BB98/99 Max	M ² per pupil /Max
210		1 form entry	1,306	6.2
210	15	1 form entry with nursery	1,364	6.1
315		1.5 form entry	1,778	5.6
420		2 form entry	2,250	5.4
420	30	2 form entry with nursery	2,385	5.3
630		3 form entry	3,194	5.1
630	45	3 form entry with nursery	3,397	5.1
Secondary Schools	Sixth Form			
600	200	4 FE plus 200 sixth form	8,062	10.1
900	100	5 FE plus 100 sixth form	9,280	9.3
1050	150	7FE plus 150 sixth form	10,716	8.9
1350	150	9FE plus 150 sixth form	12,760	8.5
1500	200	10FE plus 200 sixth form	14,196	8.4
600	0	4 form entry (FE)	5,974	9.9
900	0	5 FE	8,019	8.9
1050	0	7FE	9,041	8.6
1350	0	9FE	11,085	8.2
1500	0	10FE	12,108	8.1

2. Cost

Once the size of school is established, standardised costs are to be applied to as many of the elements of the build as possible. This will result in a maximum value for a school that can be benchmarked and inflated year on year to provide a maximum funding envelope.

There are a number of different elements to this:

- Proposed standard price per m²
- Furniture, fitting and Equipment
- ICT

2.1 Cost per m²

Using construction price indices, the cost per m² will be fixed at £1,400 m² from 2016 and increased with inflation to £1,554 in 2019 (this includes both standardised and bespoke builds). Inflation will be calculated on an annual basis in April using the BCIS all-in tender index.

With regards to sub structure, externals and design costs, the cost for 2019 is £1,221, giving an all in construction cost of £2,500 in 2016 and £2,775 for the start of Band B in 2019.

The impact of application of this cost per m² when combined with the maximum of BB98/99 is as follows:

Table 2

Primary Schools	Nursery (FTE)	Size of School	BB98/99 Max	2016 £2,500 Per m2	2019 – Predicted £2,775 Per m2
210		1 form entry	1,306	3,265,000	3,624,150
210	15	1 form entry with nursery	1,364	3,410,000	3,785,100
315		1.5 form entry	1,778	4,445,000	4,933,950
420		2 form entry	2,250	5,625,000	6,243,750
420	30	2 form entry with nursery	2,385	5,962,500	6,618,375
630		3 form entry	3,194	7,985,000	8,863,350
630	45	3 form entry with nursery	3,397	8,492,500	9,426,675
Secondary Schools	Sixth Form				
600	200	4 FE plus 200 sixth form	8,062	20,155,000	22,372,050
900	100	5 FE plus 100 sixth form	9,280	23,200,000	25,752,000
1050	150	7FE plus 150 sixth form	10,716	26,790,000	29,736,900
1350	150	9FE plus 150 sixth form	12,760	31,900,000	35,409,000
1500	200	10FE plus 200 sixth form	14,196	35,490,000	39,393,900
600	0	4 form entry (FE)	5,974	14,935,000	16,577,850
900	0	5 FE	8,019	20,047,500	22,252,725
1050	0	7FE	9,041	22,602,500	25,088,775
1350	0	9FE	11,085	27,712,500	30,760,875
1500	0	10FE	12,108	30,270,000	33,599,700

In practice, where a project exceeds this value, the Welsh Government grant would be capped at the threshold indicated above.

This threshold applies to:

- Standard costs incurred – abnormal costs associated with gradient, contamination, flood etc. would be considered separately.
- Projects within the Programme that are still at Strategic Outline Case stage.

2.2 Furniture, Fittings and Equipment / Information Technology

Furniture, fittings and equipment typically includes the following:

- Tables and chairs;
- Science lab fit out;
- Domestic science fit out;
- School kitchens / canteens.

It excludes portable equipment such as Bunsen burners, test tubes, saucepans etc.

IT Equipment is expected to include fitting out the school to sockets and could include some basic classroom equipment, such as an interactive white board.

Current assumptions in respect of reasonable costs per pupil for IT and furniture, fittings and equipment are as follows:

	2016	2019
IT Per Pupil	£500	£555
Furniture, Fittings and Equipment Per Pupil	£1,100	£1,221

Table 3 below shows this in terms of cost per school.

Table 3

Primary Schools	Nursery (FTE)	Size of School	2016 £2,500 Per m2	2016 £1,600 FFE/IT Per Pupil	2016 Total	Predicted Costs		
						2019 £2,775 Per m2	2019 £1,776 FFE/IT Per Pupil	2019 Total
210		1 form entry	3,265,000	336,000	3,601,000	3,624,150	372,960	3,997,110
210	15	1 form entry with nursery	3,410,000	360,000	3,770,000	3,785,100	399,600	4,184,700
315		1.5 form entry	4,445,000	504,000	4,949,000	4,933,950	559,440	5,493,390
420		2 form entry	5,625,000	672,000	6,297,000	6,243,750	745,920	6,989,670
420	30	2 form entry with nursery	5,962,500	720,000	6,682,500	6,618,375	799,200	7,417,575
630		3 form entry	7,985,000	1,008,000	8,993,000	8,863,350	1,118,880	9,982,230
630	45	3 form entry with nursery	8,492,500	1,080,000	9,572,500	9,426,675	1,198,800	10,625,475
Secondary Schools	Sixth Form							
600	200	4 FE plus 200 sixth form	20,155,000	1,280,000	21,435,000	22,372,050	1,420,800	23,792,850
900	100	5 FE plus 100 sixth form	23,200,000	1,600,000	24,800,000	25,752,000	1,776,000	27,528,000
1050	150	7FE plus 150 sixth form	26,790,000	1,920,000	28,710,000	29,736,900	2,131,200	31,868,100
1350	150	9FE plus 150 sixth form	31,900,000	2,400,000	34,300,000	35,409,000	2,664,000	38,073,000
1500	200	10FE plus 200 sixth form	35,490,000	2,720,000	38,210,000	39,393,900	3,019,200	42,413,100
600	0	4 form entry (FE)	14,935,000	960,000	15,895,000	16,577,850	1,065,600	17,643,450
900	0	5 FE	20,047,500	1,440,000	21,487,500	22,252,725	1,598,400	23,851,125
1050	0	7FE	22,602,500	1,680,000	24,282,500	25,088,775	1,864,800	26,953,575
1350	0	9FE	27,712,500	2,160,000	29,872,500	30,760,875	2,397,600	33,158,475
1500	0	10FE	30,270,000	2,400,000	32,670,000	33,599,700	2,664,000	36,263,700

At present, further work is being carried out to establish what the minimum level of IT requirement is for a school. This will be based on considerations including the Digital Competence Framework. Until this piece of work is complete, we will use the existing methodology.

Gadewir y dudalen hon yn wag yn fwriadol