Pecyn Dogfennau Cyhoeddus

The following reports are Information Items for the Education for Life Scrutiny Committee.

INFORMATION ITEM
EDUCATION FOR LIFE SCRUTINY COMMITTEE
7TH NOVEMBER, 2017

SUBJECT: MID YEAR (SIP) PERFORMANCE REVIEW 2017/18

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 The purpose of this report is to update elected members on the midyear (April 2017 – September 2018) performance of the Education and Lifelong Learning Directorate against the 6 identified priority themes set within the Service Improvement Plan for 2017-18.

2. SUMMARY

2.1 A 6 month review was carried out on the 6 priorities identified within the 2017/18 Service Improvement Plan.

2.2 Part 4 of the Service Improvement Plan 2017/18 has been updated to reflect any progress made within the past 6 months.

3. LINKS TO STRATEGY

3.1 The Directorate sets its service improvement actions using a variety of methods, taking into consideration statutory responsibility, national, regional and local strategic documents and the aspirations of CCBC.

3.2 The report contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular there are 3 well being objectives within the Corporate Plan, as follows :

- A prosperous Wales as it details improved outcomes for learners, and reduces impact of poverty if people are able to gain skills to gain employment
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement, and
- A more equal Wales, a society that enables people to fulfil their potential no matter what their background is.

4. THE REPORT

4.1 The Service Improvement Plan 2017/18 identified 6 key improvement themes. These are summarised below and illustrated in Appendix 1:-

1. Raising standards – particularly at Key Stage 4
2. Deliver 21st Century Schools Strategy and Development
3. Provide Diversity of Provision for EOTAS
4. Raise Standards of Attendance
5. Inclusion and Additional Learning Needs
6. Reducing the Impact of Poverty

4.2   In addition to the above priorities, 3 additional areas are identified as core priorities for the Directorate and they are:-

1. Medium Term Financial Plan
2. Safeguarding
3. Workforce Development

4.3   Part 4 of the Service Improvement Plan 2017/18 has been updated as at 13th October (6 month review). A copy of the updated action plan is attached as Appendix 2.

4.4   The Service Improvement Plan is monitored on a regular basis by Education and Lifelong Learning's Management Team (EMT) as part of the Directorate's performance management process, and is updated accordingly.

5.   WELL-BEING OF FUTURE GENERATIONS

5.1   This Plan contributes to the Well-being Goals as set out in Section 3 - 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 the 6 Priority Areas identified throughout the plan aim to contribute to the long-term well-being of children and young people within the county borough by ensuring they have the best start in life and the opportunity to achieve success as a young person and as an adult.

5.2   Strategies identified within the plan are aimed at prevention – preventing young people becoming disaffected from education, preventing young people from becoming NEET and hence contributing towards the prevention of adulthood poverty.

5.3   Integration is fundamental to everything we do within Education – ensuring that all our children and young people are fully engaged in an educational programme appropriate to their needs, maintaining an ethos where they feel safe and secure and encouraged to succeed.

5.4   Collaboration with schools, Headteachers, the EAS and our SEWC colleagues will further assist us in driving up standards and securing progress in all of our priority objectives.

5.5   We actively involve children and young people in our decision making processes, encouraging the 'pupil voice' within the Directorate and encourage participation in the Junior and Youth Forums.

6.   EQUALITIES IMPLICATIONS

6.1   Any equalities implications found and associated with this report have been concluded, although the main objective seeks to address inequalities and promote equal opportunities for learning and young people.

7.   FINANCIAL IMPLICATIONS

7.1   These are detailed in the service improvement plan, as appropriate.

8. PERSONNEL IMPLICATIONS

8.1 There are no personnel implications associated with this report.

9. CONSULTATIONS

9.1 All responses from consultations have been incorporated into this report.

10. RECOMMENDATIONS

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

11. REASONS FOR THE RECOMMENDATIONS

11.1 That the Council undertakes effective scrutiny for setting and monitoring of performance improvement.

11.2 To apprise members of progress made in meeting the improvement objective and the impact on young people.

12. STATUTORY POWER
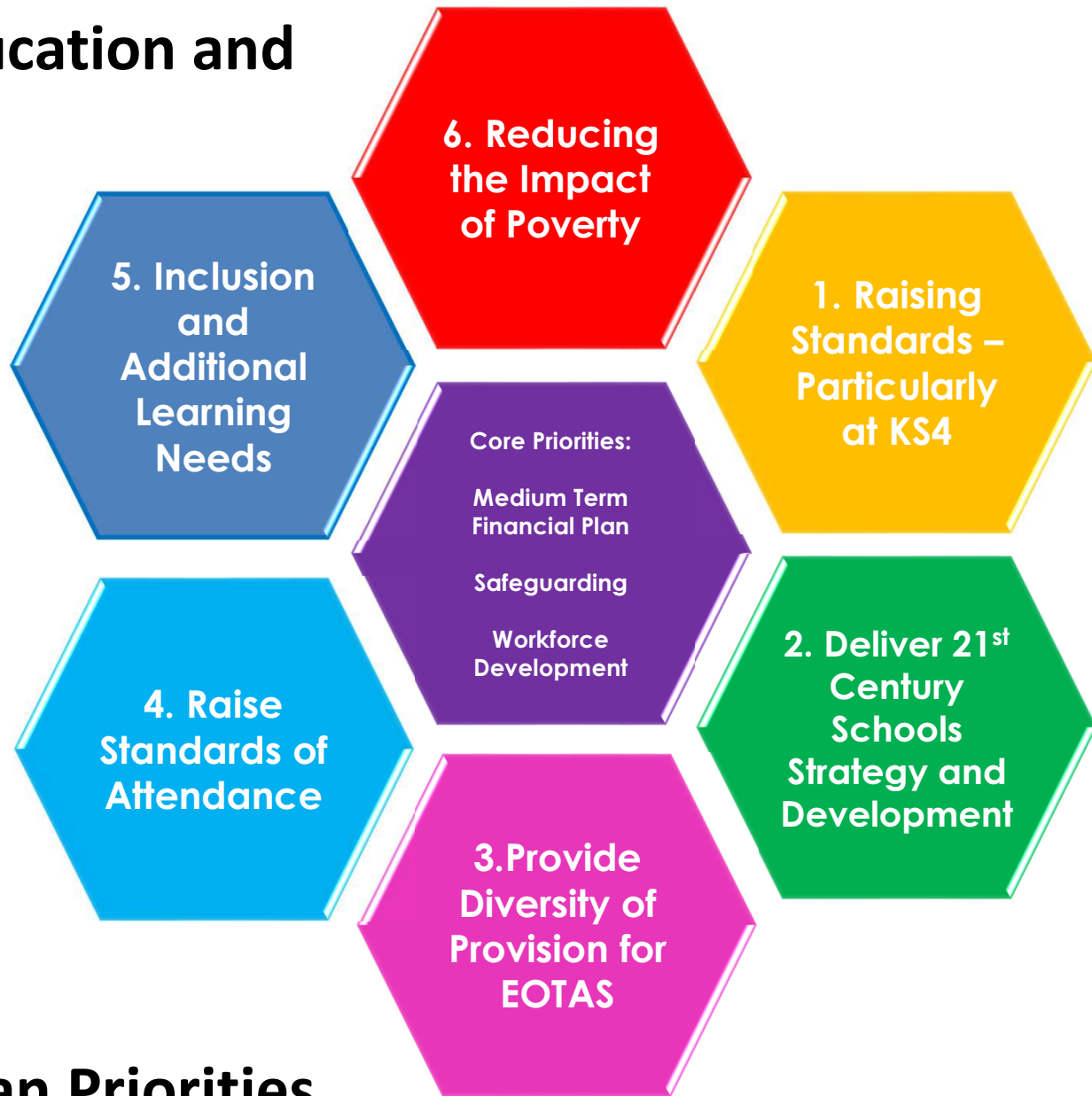
12.1 The Local Government Measure 2009.

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Consultees: Directorate Senior Management Team
             Councillor Philippa Marsden, Cabinet Member, Education & Achievement
             Councillor Wynne David, Chair of Education Scrutiny Committee
             Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
             Chris Burns, Interim Chief Executive
             Nicole Scammell, Acting Director of Corporate Services & S151
             Christina Harrhy, Corporate Director, Communities
             Dave Street, Corporate Director, Social Services
             Lynne Donovan, Acting Head of Human Resources & Organisational
                              Development
             Jane Southcombe, Finance Manager (Education & Lifelong Learning and Schools)
             Gail Williams, Interim Head of Legal Services & Monitoring Officer
             Ros Roberts, Corporate Performance Manager, Performance Management
             Kathryn Peters, Corporate Policy Manager
             Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language).

Appendix 1: 6 Priority Themes for 2016/17
Appendix 2: Service Improvement Plan 2017/18 – 6 month update

Directorate of Education and Lifelong Learning

6. Reducing the Impact of Poverty

5. Inclusion and Additional Learning Needs

Core Priorities:

Medium Term Financial Plan

Safeguarding

Workforce Development

1. Raising Standards – Particularly at KS4

2. Deliver 21st Century Schools Strategy and Development

4. Raise Standards of Attendance

3. Provide Diversity of Provision for EOTAS

2017-18 Annual Service Plan Priorities

Caerphilly County Borough Council

Annual Service Plan

Directorate of Education and Lifelong Learning

2017/2018

Progress Update October 2017

Head of Service	Keri Cole/ Sue Richards
Director	Chris Burns
Author (if different from above)	
Date	20-10-17
Version Number	1
Status	Final

A greener place
Man gwyrddach

CAERPHILLY
COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL
CAERFFILI

Directorate of Education and Lifelong Learning

**2017-18
Annual Service Plan Priorities**

6. Reducing the Impact of Poverty

5. Inclusion and Additional Learning Needs

1. Raising Standards – Particularly at KS4

Core Priorities:

Medium Term Financial Plan

Safeguarding

Workforce Development

4. Raise Standards of Attendance

2. Deliver 21st Century Schools Strategy and Development

3. Provide Diversity of Provision for EOTAS
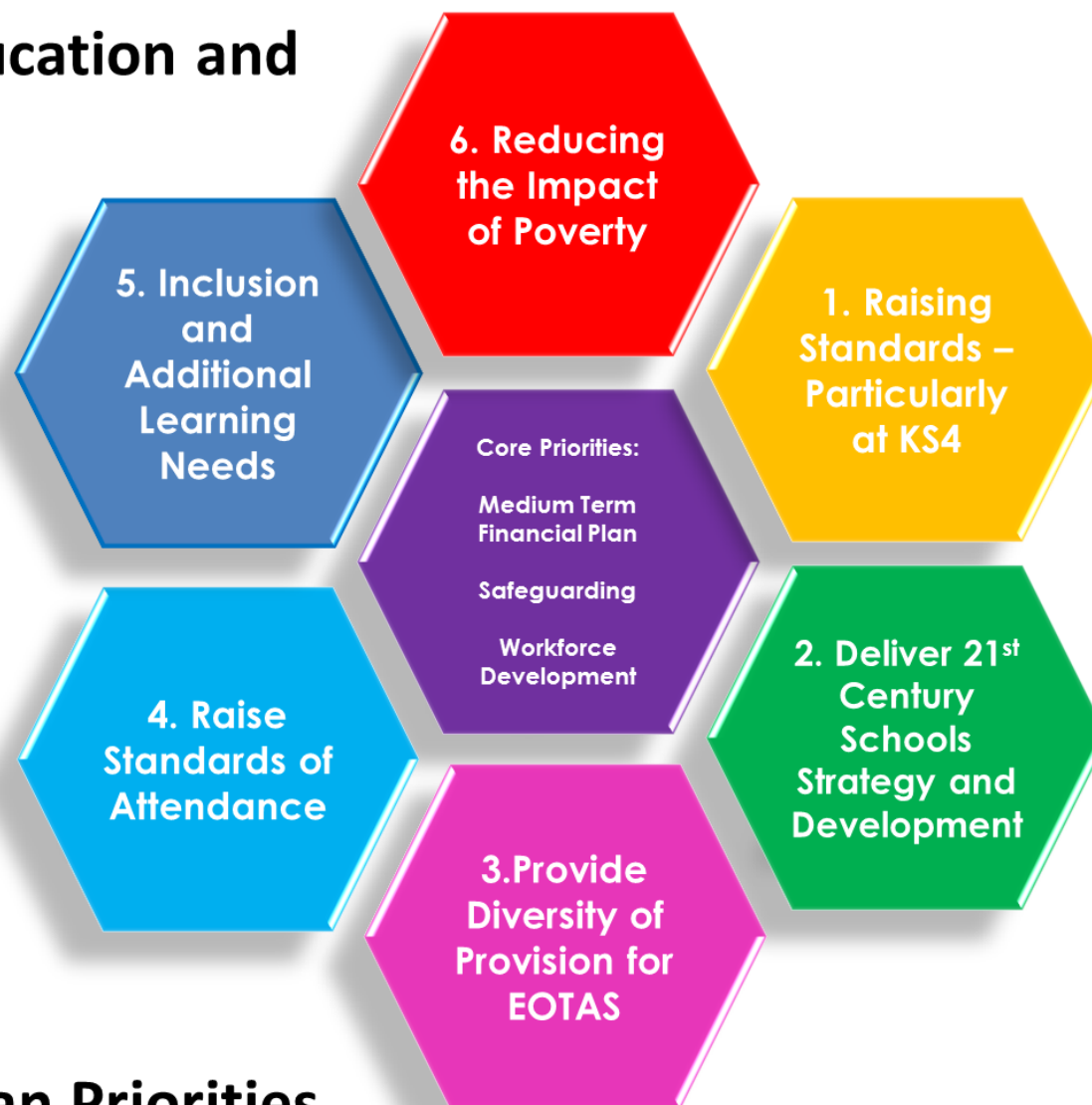
Action Plan for 2017/18

Service Area:	School Improvement	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	Raising Standards – Particularly at Key Stage 4	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	To agree vulnerable pupil list for year 11 pupils	KC/ PW/ HTs July 17	N/A	Vulnerable pupil list agreed. Interventions agreed.	Pupil list for Year 11 completed. Year 10 list in progress.
2	To work in partnership with the Education Achievement Service (EAS) to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	KC/PW/EAS		Challenging targets are set for all learners	Targets have been collected and the challenge process is about to begin.
3	Confirm HT plan for improved outcomes at KS4	KC/JK/PW/EAS June 17	£150k	Plan implemented. Improvement in KS4 outcomes.	Plan implemented. English post appointed. Maths post re-advertised. Data to be verified in December.
4	Review internal processes for schools causing concern.	KC/PW/EAS July 17	N/A	All Red and Amber boards chaired by LA. Estyn language used to judge progress.	New EIB protocol in draft. Elected member to join boards and LA to chair.
5	Establish internal record of progress in recommendations to feed into schools causing concern regulations.	KC/PW May 17	N/A	Tracking of recommendations in place and monitored by SMT.	Paperwork updated and tracking system established.

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 8 **6**	Implement a cluster wide strategy to accelerate the progress of all pupils from Key Stage 2 – Key Stage 3, with specific emphasis on pupils identified as vulnerable. (LA Annex Bedwas Cluster project document) 1. Develop shared expertise across Key Stage 2/3 including observations of best practice and monitoring of standards leading adaptations to KS3 curriculum and improved pedagogy; 2. Develop role of KS3 inclusion manager focusing on attendance, parental engagement, emotional health and wellbeing; 3. Motivational speakers to improve engagement with learning; 4. Substance misuse project utilising latest research to provide training on effective intervention and education; 5. Training linked to effective AFL strategies. Followed up through expectations linked to marking and feedback in pupil books; 6. Tracking of data from Year 6 to Year 7 – improved sharing of pupil expectation from Year 6 to Year 7.	PW AW	£21,000 Detailed breakdown of costs identified in LA Annex documentation.	Increased number of lessons identified as 'good' or better at KS3 in Bedwas cluster. Improved pastoral support will produce improved: - engagement with learning - attendance rates - reduced exclusions Substance misuse project will:- -equip schools with strategies to tackle issues around substance misuse -additional advice and support for families Enhanced liaison between KS2/3 will result in:- -greater continuity between primary and secondary progress -evidence of accelerated progress as a result of initiatives	• Cluster has agreed actions for the year identifying roles and responsibilities. • Agreed actions have been identified on individual schools improvement plans • Peer observatiosn across KS2 and 3 took place in the summer term • Collective agreement on reviewing strategy for improving grammar at Key Stage 2 • Initial curriculum days held to improve quality of Key Stage 3 curriculum Substance misuse working party set up tackling the impact of drugs on attitudes towards learning: - Action plan created - Involvement of a range of stakeholders including EOTAS provision, police, Headteachers, health etc.

ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) <u>SPECIFIC</u> TO THIS OBJECTIVE – NOTE HERE

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
	-	% of year 11 pupils who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and maths (this indicator has changed)	58.4	53.0	56.0	Provisional 49.8%		59.4	
		% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and maths							
	-	% of year 11 pupils who achieved the Level 2 threshold (this indicator has changed)	80.6	76.5	71.4	Provisional 59.9%		74.4	
		% of pupils aged 15 who achieved the Level 2 threshold							
	-	% of year 11 pupils who achieved the Level 1 threshold (this indicator has changed)	96.5	95.1	93.2	Provisional 93.9%		96.0	
		% of pupils aged 15 who achieved the Level 1 threshold							
	-	% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS4	11.4	10.4	10	This PI is no longer produced		No longer set	
		% gap in performance between eFSM and non eFSM pupils for L2+ at KS4	25	30.8	27.0	Not yet available		28.8	

Target setting process has been brought forward to avoid low targets being set.
Targets set for 2016-17 have been amended in line with updated aggregated school targets.

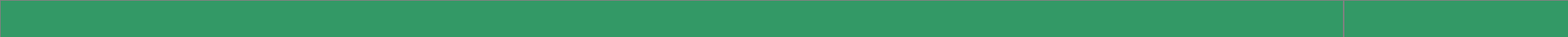**ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS <u>PARTICULAR</u> OBJECTIVE?**

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	There is a gap between the attainment of Free School Meals pupils and Non Free School Meals pupils which must be addressed. School attainment levels are still below the all Wales average, along with pupil attendance. Low levels of attainment and relative achievement are continual risks for the borough.	A Schools Causing concern Policy has been established and the EAS and LA are challenged as to how individual schools are being supported to improve. Consideration is given to the use of statutory powers of intervention.		Yes – Medium , this limits contribution to 'Prosperous and More Equal Wales'. Standards of attainment and gaps in inequality can result in a low skilled, low paid workforce, and higher levels of unemployment leading to poverty. Over the long-term (25 years) in the life of a young child to adult the potential outcome of the attainment gap makes this a high risk.	Interim Chief Executive

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
2	The authority has a small number of schools in difficult circumstances and this could impact results within those schools, and affect the overall results of the authority. 1. Schools do not provide suitable support to help pupils achieve their potential 2. The authority does not reach improvement targets expected by ESTYN as a result of a small number of schools	**1.** Identified schools will receive additional support from the EAS Systems Leaders and Local Authority Officers. **2.** Intervention plans will be put in place to ensure performance is monitored.		• **A healthier Wales**, supporting vulnerable learners can improve their well-being and add educational achievement. • **A more equal Wales**, a society that enables people to fulfil their potential no matter what their background is; and. • **A Wales of cohesive communities** (in the context of improving quality of life with attractive, viable, safe and well connected communities).	Interim Chief Executive

: Action Plan for 2017/18

Service Area:	21st Century Schools	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	Deliver 21st Century Schools Strategy and Development	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	Manage capital resources effectively and efficiently.	SR/JS	Staffing Resources	• Plan for delivery of the in year programme agreed with Building Consultancy by 30/06/17. • 2017/18 in year programme completed within budget and agreed timescales. • 2018/19 budget pro-forma issued to schools by 31/10/17. • Proposals for 2018/19 capital programme agreed by Members by 31/03/18.	The 2017/18 capital schemes are currently projected in budget.
2	Successfully complete all Band A schemes to time/cost.	BH	Band A 2014-2019 £56.8m (£28.25m WG/	All schemes completed to agreed specifications and in accordance with time/cost.	Two of the four Band A projects are now fully complete well within Budget allocation.

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
			21st Century Schools)		Abertysswg/Pontlottyn is due for completion 27/11/17. WG has approved an increase in funding of £3M in respect of an extension of Newbridge School and the part demolition of Cwmcarn High.
Page 13 3	Develop and implement a plan for the next phase of school modernisation through 21st Century School (Band B) Programme.	SR/AW 31/12/18	Band B LA Contribution	• Working Group of relevant parties established. • Draft School Place Planning Strategy agreed to include, but not limited to, proposals for: - review of school catchment areas - progression of options for federation - ensuring current provision can meet future pupil projections - reviewing small schools - amalgamation of separate infants	Band B SOP proposals submitted to WG on 31/07/17.

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
				and juniors - reviewing sixth form provision - evaluating future Welsh Medium provision in view of WESP and Welsh Language Standards. • Strategy endorsed by Members and statutory processes developed as applicable. • Relevant officers attend WG 5 Case Business Planning training • Develop Band B (2019/22) of Welsh Government 21st Century Schools proposal which is affordable, achievable and meets the recommendation within the LA School Based Planning Strategy.	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
4	Secure a sustainable Transport Policy and efficient delivery practices.	SR/JS 31/12/17	None	• Breakdown of budget areas. • Review of current approval process for EOTAS, SEN and discretionary transport. • Options appraisal undertaken to agree proposals to meet MTFP requirements. • Reports agreed by SMT and presented to Members. • Consultation process commenced.	Currently reviewing transport budget, the transport budget has been broken down into specific budget areas i.e. SEN, EOTAS. These areas of the budget are showing marked increased and procedures have now been changed to tighten up the authorisation process for transport referrals.

ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) <u>SPECIFIC</u> TO THIS OBJECTIVE – NOTE HERE

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		% of primary sector school places unfilled	13.9%	14%	13%	10%		12%	
2		% of secondary sector school places unfilled	22.1%	24%	21%	17%		19%	
3		% of 1st preference admissions met	98%	97%	98%	98%		98%	

ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS <u>PARTICULAR</u> OBJECTIVE?

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	Falling pupil rolls will affect the funding available to schools and put budgetary pressure on the LA Some schools will be unable to provide the full curriculum Difficulty in delivering the full range of subjects at 6th form due to financial pressures	The investment by the Council and WG in the Band A 21st Century schools projects will significantly reduce surplus places, specifically within the Secondary sector with the creation of Islwyn High School (opening July 2017) and the proposed closure of Cwmcarn School (October 2018). The school place planning strategy will look to further address this issue by accessing Welsh Government 21st Century band B monies. There is also a review of sixth form provision planned to take place during the academic year 2017/18.	Officer time	Medium - Yes, ESTYN and WG tend to evaluate this on yearly statistics however the FGA requires a long term perspective, which shows growth in the population, making this a long term risk where preventative measures to maintain adequate future school provision may not be favoured in the short term.	Interim Chief Executive
2	Sixth Form Provision If the council does not agree an approach for sustainable sixth form provision in CCBC then there is a risk that schools may not be able to offer a broad range of affordable educational opportunities. This will ultimately result in poor outcomes for our children and young people and impact on their progression into higher education or career choice.	The council to agree a strategic review into the current delivery of sixth form provision and options for future delivery.	Officer time	Yes - Medium	SR

Action Plan for 2017/18

Service Area:	Education and Lifelong Learning	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	**Provide diversity of provision; including a streamlining of partnership working, making more effective use of public resources to provide coherent plans for the further development of EOTAS provision.**	2.3, 3.3

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Develop in-house provision for Lot 6 and 7 high need pupils	AD NP	Redirect funding streams. Cost of buildings	In –house provision established for Lot 6 and 7 pupils. To be established over the next 2 academic years	Progress meetings with stakeholders have occurred. A provisional model has been developed and costed. Further discussion with Youth and Inclusion Services is to follow in autumn term 2
2	Manage the budget by: • Regular budget update meetings. • In-house development packages	AD NP		Reduce the overspend in EOTAS budget	Monthly budget meetings are in operation. We are mindful of the expenditure and attempting some projected costs based on current figures and trends

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
3	Reduce the time pupils remain in Home and/or Community Tuition provisions	AD Educational Psychology Schools		50% of pupils in tuition service return to 25 hours educational provision within 6 weeks of placement	We have identified a schedule of pupils who will receive EP involvement to inform next placement discussions. We have identified a group of learners who have begun transition into the community tuition provision. All pupils receive a 6 week review to evaluate their pathway back into full time education where possible.
4	Audit to evaluate the impact of current monitoring procedures for Contract Management of EOTAS providers	AD Audit		Outcomes of audit indicate continued improvements in practice	Not yet started
5	Review EOTAS staffing structure	AD HR		Structure supports the proposed in-house provision development	EOTAS staffing structure is being reviewed as part of the overall EOTAS/Youth and Inclusion/Behaviour developments.

ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) <u>SPECIFIC</u> TO THIS OBJECTIVE – NOTE HERE

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		Number of pupils accessing EOTAS provisions (excluding EHE)	-	332	116	Not yet available		83	
2		% pupils accessing home/ community tuition for longer than 6 weeks	-	100%	50%	Not yet available		25%	
3		% of Year 11 EOTAS pupils leaving with a recognised qualification	-	-	100%	Not yet available		100%	
4		% of Year 11 EOTAS pupils leaving with a destination	-	-	100%	Not yet available		100%	

ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS <u>PARTICULAR</u> OBJECTIVE?

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	Proposed new behaviour model not implemented in academic year	Behaviour management working group developing model in operation.	Officer time	Yes - Medium	AD/ SE/ KC
2	Permanent exclusions continue to rise	Discussions of alternative systems to manage challenging pupils with headteachers	Officer time	Yes – Medium	AD/ SE/ KC
3	Schools fail to take ownership of pupil needs	Meetings with headteachers to produce open and transparent information on EOTAS costs being held	Officer time	Yes – Medium	AD/ SR/ KC

Action Plan for 2016/17

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

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
 1	Improve engagement of all primary and secondary schools with LA attendance priorities. Activities to include: - Increased challenge to all HTs through LA/CA meetings/dialogue. Meetings to include rigorous discussion on progress against attendance targets and effectiveness of ongoing strategies; - More effective targeting and intervention through School development plans, self-reviews, audits, target setting etc. - Engage all schools with case studies providing evidence of good practice with sustained impact. Schools to monitor and review impact of initiatives/best practice through HT meetings/cluster meetings etc. - Targeted intervention/support to schools below the median benchmark. Revised documentation to support schools in monitoring/tracking etc. Including implementation of Focused School Attendance Report;	PW LP AW AC		Increase +5% of schools will rise above the median quartile benchmark. LA Rankings will improve Primary – 17th – 16th Secondary – 19th - 18th Reduction in the level of persistent absenteeism. (Percentage figure here) Caerphilly LA to	Review of data has indicated comparable performance. Other notable issues include: - Increase in exclusions - Persistent absenteeism Need to:- - Implement systematic and comprehensive review of progress using data. - -Review self-evaluation document and distribute to schools. - -Identify a series of training days for schools linked to Callio - -Introduce family liaison network meetings

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	- EWO service to track and where appropriate, intervene. - Reports to Governors relating to reasons for absence, and comparative data focused on eFSM and gender.			produce a professional document outlining best strategies and impact on attendance data	
  2	Review and reshape the allocation of educational welfare officers to provide more effective intervention and support to schools. - Provide more effective intervention and support to schools including more thorough processes for self-review, audit, progress towards targets and monitoring of low performance schools; - Provide more effective support for clusters of schools providing practical advice; - Improve effective working relationships between EWOs and Inclusion services identifying vulnerable pupils and strategies for additional support. - EWO service to track and where appropriate, intervene.	LP PW EWOs		Increase +7% of schools will rise above the median quartile benchmark. LA Rankings will improve Primary – 17th – 16th Secondary – 19th - 18th Reduction in the level of persistent absenteeism. (Percentage figure here) Evidence of improved wellbeing of EWOs	Comprehensive and robust review of the educational welfare service completed with following stakeholders: - Educational welfare officers; - Educational welfare lead - Headteachers; - Education Information team. Next:- -Identify training for EWS leading on Callio project -Organise initial HT regional meeting with focus on attendance. -AC to provide support to EWS data leads. -SM to meet with EWS responsible for Early Years/Flying Start and provide a plan of action. -Reshape agenda of EWS meetings with additional focus

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
					on progress of vulnerable Year 9/ Year 11 pupils
3	Work with SEWC School Improvement Officers to implement newly created regional strategy for attendance. Ensure that regional strategy impacts on levels of attendance across Caerphilly schools.	PW LP SEWC		Attendance levels rise as per target. Good practice identified and shared with schools. Evidence of regional strategy impacting on attendance data.	Strategy being developed -Lead EWS to undertake strategic challenge meetings alongside EAS
4	Utilise data systems to support accurate and timely intervention to increase levels of attendance: - reduce persistent absenteeism; - support low performance schools; - identify and track vulnerable pupils by school, cluster and LA; - Monitor and track attendance via benchmark quartile; - Provide relevant information for CA meetings with school leadership teams; - Make useful links between poor attendance and other aspects of wellbeing ('strive' software).	AC LP PW AW	Costings of strive software??	Systems produce accurate data to support actions 1-3.	Next:- Implement systematic and comprehensive review of progress using data.

ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) <u>SPECIFIC</u> TO THIS OBJECTIVE – NOTE HERE

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		% pupil attendance - Primary	95.1%	94.6%	95.3%	Provisional 94.7%		95.5%	
2		% pupil attendance – Secondary	93.8%	93.4%	94.0%	Provisional 93.3%		94.5%	
3		% increase in the number of schools above the median benchmark	-	-	-			7%	

ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS <u>PARTICULAR</u> OBJECTIVE?

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	Managing workforce based on expectation within the role. Relates to:- • EWO Service • Schools (incl. Green) • Families	Ensuring actions involve consultation with stakeholders to ensure maximum outcomes	None	Yes – Medium	PW
2	Roles and responsibilities – working in partnership between LA and EAS	Clear lines of communication involving Principal Information Officer, Strategic Lead for School Improvement and the Principal Challenge Adviser.	Officer time	Yes – Medium	PW

Action Plan for 2017/18

Service Area:	Inclusion	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	**Inclusion and Additional Learning Needs**	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	Revise behaviour strategy, managed move protocol and finalise model policy for schools	SE	Officer time Head Teacher time	Behaviour strategy, managed move protocol and model policy agreed and finalised	Working group established with HT to review managed move protocol and draft behaviour strategy.
2	Recommendations for local authority behaviour provision agreed	SE		Proposal for LA behaviour provision identified	Working group established to consider recommendations for LA behaviour provision.
3	Identify and prioritise key areas regarding exclusions linked to PI's	SE	Officer time Head Teacher time	Key areas identified	Meetings established with LA and EAS representation to identify and prioritise key areas regarding exclusions

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
4	Develop a local strategy in relation to exclusions in the context of the revised behaviour strategy and review of behaviour provision	SE	Officer time Head Teacher time	Strategy agreed and complied with Key indicators highlight positive trends (reduction in key PI's)	Ongoing
5	Work with SEWC Officers to design a regional strategy for exclusions. (See SEWC School Improvement Action Plan)	SE		Regional strategy agreed	Work underway in SEWC to consider the development of a regional policy
6	Develop a wellbeing strategy and a model policy for schools	SE	Officer time Head Teacher time	Wellbeing strategy and policy agreed and finalised	Ongoing
7	Implement reduced timetable policy	SE	Officer time	Policy implemented and embedded	Reduced timetable policy finalised and agreed at SMT.
8	Implement Team Teach policy	SE	Officer time	Policy implemented and embedded	Team tech policy implemented

Action Plan for 2017/18

Service Area	Additional Learning Needs		Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	Inclusion and Additional Learning Needs		Short to medium term

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	Consider the implications of the Additional Learning Needs Bill for the Local Authority, early years' providers schools, other educational settings, post 16/19 provision and stakeholders. Identify and prioritise key areas within the Bill for development and implementation over the short and medium term to ensure compliance with the Bill and secure aspirational outcomes for learners with additional needs.		Senior Officer time	Consistent and solution focused approach to meeting the needs of learners with ALN. Reduction in duplication through streamlined services and collaboration with key partners/ stakeholders. Timely identification and appropriate intervention to address ALN needs. Analysis of data collected for ALN pupils shows improvement for all pupils with ALN	Key priorities have been identified via the innovation plan
2	Review functions of ALN / Inclusion service teams and realign to form multi-disciplinary 'team around the school' consultation		Senior Officer and service team leads	Realignment of teams completed	Teams have been realigned

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	support groups.		time	Reduction in duplication of work through more streamlined services Evaluation of services from schools indicates a high satisfaction level.	
	In consultation with additional support task and finish group identify additional support funding delegation models Consult on models with all school and stakeholders and through this process agree delegation funding model for the LA. Agree implementation time line with all schools and stakeholders.		Senior Officers and Head teacher time	Additional support delegation model and implementation time line agreed.	Pre consultation had been undertaken regarding additional support

ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) <u>SPECIFIC</u> TO THIS OBJECTIVE – NOTE HERE

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1	EDU /008a	The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	0	0	0	0.1		0	
2	EDU /008b	The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	0	1.4	0	1.99		0	
3	EDU /009a	The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the year.	0	0	0	0		0	
4	EDU /009b	The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the year.	0	0	0	0		0	
5	EDU /010a	The percentage of school days lost due to fixed-term exclusions during the year, in a) Primary Schools.	0.01	0.01	0.009	0.03		0.008	
6	EDU /010b	The percentage of school days lost due to fixed-term exclusions during the year, in a) Secondary Schools.	0.05	0.09	0.04	0.16		0.04	
7	EDU /015a	% of final statements of special education need issued within 26 weeks, including exceptions.	95	100	96	Not yet available		97	
8	EDU /015b	% of final statements of special education need issued within 26 weeks, excluding exceptions.	100	100	100	Not yet available		100	

ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS <u>PARTICULAR</u> OBJECTIVE?

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	The number of exclusions is difficult to predict as thresholds to individual situations vary.	If circumstances do occur, the authority will deal with the situation and ensure educational offers are made to pupils within agreed timescales.	Officer time	High - The strategy is consistent with the 5 ways of working defined within the sustainable principles in the Act	SE
2	Funding behaviour provision.	Realign and redirect existing resources to support development of more effective provision.	Officer time	High - The strategy is consistent with the 5 ways of working defined within the sustainable principles in the Act	SE
3	Funding and workforce development to support development of the ALN transformation programme.	Realign and redirect existing resources to support development of more effective provision.	Officer time	Medium - The strategy is consistent with the 5 ways of working defined within the sustainable principles in the Act	SE

Action Plan for 2017/18

Service Area	Early Years		Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	**Reducing the Impact of Poverty**		Short to medium term

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	Work with the childcare sector in MVE and across the borough to ensure sufficient places for estimated numbers of working families, including supporting new applications, variations, business plans etc. Maximise take up of the funded childcare provision for working families of 3&4 year olds attending part time Foundation Phase provision through promotion across parents, schools, childcare providers and partners. Develop appropriate systems to ensure eligibility checks, robust reporting systems, and contracts deliver sufficient provision while protecting the public purse and CCBC WG reputation. Link with employability programmes through the ESF steering group to ensure parents are signposted appropriately to support for	SM Sept 2017-March 2018	WG grant £83,000 staff Est £900,000 childcare places	Sufficient Childcare places available for working families in needed locations. Take up by working families maximises use of grant funding available. Systems including relevant paperwork and online eligibility tools are appropriately developed, implemented and monitored. Links to Employability programmes made for support to families not meeting criteria for	Grant Offer Letters for the infrastructure, the childcare places, and SEN grant have been signed off. Development Officer employed started 14th August EY Admin employed started 1st August 2 Engagement events with childcare providers Development of paperwork, forms, privacy notice, monitoring systems, approval eligibility checks, online eligibility checker, promotional materials FIS went to school meet and greet sessions to promote the Offer Developed with the other EILA and WG the proposals for

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 32	those enquirers who are not yet eligible for funded places.			funded places.	delivery to gain Ministerial approval re price per place, eligibility, complex families, details on delivery Childcare management group met fortnightly Childcare approval panel met weekly from July Weekly stats return submitted to WG from beginning August Funding Agreement developed with legal and procurement, translated and used for sign up of childcare providers Developed 4 toolkits for childcare providers to limit risk for LA funded places and protect the public purse: Safeguarding, Financial, Inclusion, Health & Safety
2	Increase the attendance rate in Flying Start childcare for 2-3 year olds. Increase the number of Flying Start parents taking up parenting programmes. Maintain the reach of the Flying Start programme annually to the caseload of 2483 children aged 0-3 years old.	SM March 2018	WG grant £5.2m	Take up percentage is improved; Attendance rate is improved Take up numbers and completion rates increase Minimum 2483 children in the cumulative count	Worked with PW to identify EWO to work alongside FS to improve attendance in childcare Initial meeting with managers to identify current attendance systems Working with health to improve knowledge of caseload and referral mechanism – tackling

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Deliver the enhanced health programme to maximise impact for long term health interventions Work with WG to develop long term tracking to measure the impact of the programme interventions.			and caseload count points throughout the year Develop tracking systems for long term evaluation and monitoring of the interventions and VFM calculations	information governance and how to get registration forms in early currently Working with Health Manager to recruit sufficient health visitors to deliver the programme. Currently delivering Healthy Child Wales programme for low and enhanced FS programme for medium and high need families due to 4 vacancies in the team. Case study for parenting showing need for engagement of both parents in family support to enhance and maximise child outcomes Data now pulled in Dec for first report in January 2018 Prioritised teen pregnancies (increased number recently) with the focussed family support worker alongside the FEP / Tuition project Worked with Performance Evaluation Group in WG to develop FS outcome framework and move towards the long term tracking Working with WG and Swansea University SAIL to

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
					develop the systems to link FS data with Plasc, health and other data systems
Page 34 3	Maximise the reach and accessibility of support to vulnerable children, young people and families through the collaboration of Flying Start, Communities First, Families First and Supporting People. Programmes are developed to be cohesive, demonstrating the range of provision to meet identified needs, with little or no duplication.	SM TM, RW, SJ March 2018		Joint contracts are effectively managed The JAFF is implemented and evaluated Frontline professionals understand the range of provision available for families.	Programme collaboration group meets monthly Joint commissioning of SLC groups and Health Outreach, between FF and FS Joint working / linkages especially FS Family Support with Supporting People Initial meeting with ND of St James, JRW, TM to discuss child outcomes in Lansbury and not being where the head teacher wanted when they left FS. Data analysis needed for FS children attending childcare and links to FPP and identification of all FPP children with previous access to provision. FF fund Assisted Places scheme to enable access to childcare for children with emerging or diagnosed ALN. JAFF implementation enabled a single referral form for all FF projects and is accepted by FS and SP too. Single point of

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
					referral is IAA and this is working well.

Action Plan for 2017/18

Service Area:	Adult Learning		Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	**Reducing the Impact of Poverty**		Short 1-3 years

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal). Academic year 2016/17	Lyn Travis	Funding from franchises with Coleg Gwent £119,700 and Coleg Cymoedd. £42.500 Direct grant funding from the Welsh Government £269,700(16/17) £304,785(17/18) Families First funding (Family Learning) £158,549	500 essential skills qualifications delivered 100 people achieving personally set targets (non – accredited). Attainment 93% Successful completion 88%	In the 2016/17 academic year accredited Essential Skills were delivered at Entry, level 1 and level 2. Some non-accredited courses were also delivered in the form of family learning in the home and in the community. Data on enrolment numbers, retention, attainment and successful completion will be available in Oct 2017.

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2	Continue to focus on essential skills enrolments despite a reduction in available funding and raise the level of essential skills through formal accreditation and informal assessment. Academic year 2016/17	Lyn Travis	Funding from franchises with Coleg Gwent £119,700 and Coleg Cymoedd. £42,500 Direct grant funding from the Welsh Government £269,700(16/17) £304,785(17/18) Families First funding (Family Learning) £158,549	700 enrolments Retention 95%	As above
3	Deliver the European Social Fund (ESF) operation Bridges into Work 2 in order to decrease the number of 25 + unemployed residents in CCBC non C First areas. April 2017- April 2020	Lyn Travis	European Social Fund grant, £ 1,620,090. To April 2020 Match funded with Welsh government direct grant	Operation targets to 2020: 663 participants engaged 138 entering employment 332 gaining a qualification 245 gaining a work experience or volunteering opportunity.	Bridges into Work 2 (BIW2) has now been operating for 20 months. This operation provides individual support for unemployed people 25+ living in non- C First areas in order to upskill them and move them into work.

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
4	Deliver the European Social Fund (ESF) operation Inspire 2 Work in order to decrease the number of 16-24 NEETs in CCBC non C First areas April 2017- April 2019	Lyn Travis	European Social Fund grant, £755,058. To April 2019 Match funded with Welsh government direct grant	Operation targets to 2019: 303 participants engaged 61 gaining a qualification 52 into education or training 61 entering employment	Inspire 2 Work (I2W) has only been operating fully since the 1st August 2017. This operation provides individual support for NEET young people 16-24 living in non- C First areas in order to upskill them and move them into education or work.
5	Deliver the European Social Fund (ESF) operation Working Skills for Adults 2 in order to upskill the low skilled, low paid workforce throughout CCBC. April 2017- April 2020	Lyn Travis	European Social Fund grant, £344,216. To April 2020 Match funded with Welsh government direct grant	Operation targets to 2020: 382 engaged 276 gaining a qualification	Working Skills for Adults2 (WSA2) has now been operating for 20 months. This operation provides individual support for residents aged 16+ living across the county borough who are currently employed but low paid and low skilled

Action Plan for 2017/18

Service Area:	Youth Service	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	**Reducing the Impact of Poverty**	1-3 years

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	To support activity that reduces the amounts of NEETs/potential NEETs	Paul O'Neill	None	Reduction of NEETs (at point of leaving compulsory education) from 1.9% to 1.7%	On track to achieve target
2	To progress service changes identified within the Youth Service's Business Improvement Planning arrangements	Youth Service Board	Redundancy costs may need to be met from outside core youth service budget	Savings secured between £50,000-£100,000	Savings being delivered in line with MTFP requirements. Service changes ratified at SMT level.
3	To further develop Data gathering practice to better respond to the needs of young people and their communities	Youth Service Managers	More administrative support required		System further refined – migration of data into STRIVE actioned
4	To secure ongoing external finance to maintain and develop key elements of the service that support community cohesion, addresses poverty, reduces crime and supports young people, families and schools	Clare Ewings	None	To demonstrate best use of existing Communities First funding until December 2017 and secure new funding arrangements post January 2018	New Children First priorities being monitored and some limited continuation funding has been indicated.

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
5	Align Caerphilly Youth Service with new and emerging local, national, Governmental and Professional policy and guidance	Paul O'Neill	None	• Service structure aligned with CCBC priorities • Activity consistent with Wellbeing of Future Generations/Social Services and Wellbeing/Extending Entitlement guidance/National Youth Work strategy	• All service staff are being registered with the Education Workforce Council • Service proposals for change via the BIP are consistent with the Authority's emerging Wellbeing objectives

Action Plan for 2017/18

Service Area:	Library Service	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
A – Priority objective	**Reducing the Impact of Poverty**	Short 1-3 years

	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	**Increase reading support to include reading for pleasure, literacy improvement, health and school readiness.** *(Link to Library SIP- Promise 2: "Provide you with access to a wide range of books and other materials including computer and digital services")*	Karen Pugh	Staff time. Staff training & development – identified training courses for both frontline and professional members of staff	Development of family reading initiatives and 'reading communities'. Continued engagement with schools in line with the principle of Every Child a Library Member. Exploitation of the health and well-being resources and information including a shared reading experience.	

	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2	**Further develop digital delivery and provision of services including the active promotion of facilities, activities, support, online resources and Social Media.** *(Link to Library SIP- Promise 2: "Provide you with access to a wide range of books and other materials including computer and digital services")*	Lisa Thomas	Staff time. IT Support / Migration costs for LMS move to Sirsi Dynix. Staff Training & development WiFi / 3D printer charges	Plans in place for a successful 2018 migration to the National Library Management System for Wales. Appropriate skills development packages identified and developed. Increased digital usage and learner engagement activities with increased virtual visits.	Provision, exploitation and promotion of stock both in print and online. - Library Catalogue Month : e-Resources Promotion - Summer Reading Scheme : School Visits, Social Media Coverage, Summer Activities in Libraries - Reading Together Scheme
4	**Focus on providing core activities to support cultural engagement, employability skills, lifelong learning and health and wellbeing.** *(Link to Library SIP – Promise 3: Involve you more effectively in what local libraries do and improve the experiences you receive")*		Staff time. Extra staff working hours to conduct non-user / lapsed user surveys – public consultation. Staff Training	Working more effectively with other services and organisations who support residents. Local Library Improvement Plans developed, implemented and evaluated.	Improvement of customer participation in services and making involvement in events or activities more enjoyable. - Local level Library Improvement Plans : Sign off (4 commitments under headings: School skills, Work skills, Life skills, Health skills) - Bespoke 5 week Welsh

	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
			& Development.	Improved communication with residents with particular focus on non and lapsed library users.	Language Training for staff (phase 1)

ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) <u>SPECIFIC</u> TO THIS OBJECTIVE – NOTE HERE

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		Number of childcare places taken up by working families in the pilot area	-	-	-	-		355	
2		Maintain the reach of Flying Start programme to meet the cap number of 2483 children per year	-	-	-	-		2500	
3		Number of completed JAFF forms that go on to access Families First provision	-	-	-	-		1500	
4		% of 16 year olds not in employment, education or training (NEET) in October	1.5		1.3	Not yet available		-	
5		Number of young people engaged by Youth Service	6000	6025	5000	Not yet available		-	
6		Number of young people achieving local accreditation	2000	905	800	Not yet available		-	
7		Number of young people achieving national accreditation	350	154	150	Not yet available		-	
7		The number of adult learner enrolments on Essential Skills programmes	600	756	700	916		Not yet set	
8		Number of Essential Skills qualifications delivered	300	415	500	576		Not yet set	
9		The number of visits to Public Libraries during the year per 1000 population	5700	4431	5000	Not yet available		Not yet set	
10		Number of library standards met	18 of 18	17 of 18 (1 partially met)	17 of 18	Not yet available		Not yet set	

ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS <u>PARTICULAR</u> OBJECTIVE?

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	Insufficient childcare, incorrect hours of operation or inability to collect from local school early years education provision to meet the parental demands created through the working families childcare offer for 3&4 year olds	Employment of a fixed development officer to work with current providers in the target area to develop provision with longer operating hours, more flexible provision, holiday provision and build in robust systems for transporting children between different provision.	Additional funding for the fixed term posts through WG grant	Yes inability to deliver will impact on parental in work poverty caused by rising childcare costs.	SM
2	Enrolments on Adult Basic Education programmes have increased over the past 3 years, by people who actively seek opportunities. There is still a need to promote basic skills to those who are disengaged and have limited access to opportunities. Funding changes within adult learning from WG is a potential risk for the continuation of future delivery of essential skills for all adults in the community.	Work closely with WG to explore funding decisions to minimise the impact for adults being able to access provision as well as current delivery.		Yes the change in funding streams and funding mechanism may impact on the ability to deliver essential skills courses and therefore affect both wellbeing long term and employability prospects.	LT

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
3	Uncertainty of funding streams in the future may impact on delivery of provision. Inability to meet cost savings under MTFP and inability to secure maintained funding for grant based projects will impact future delivery.	Develop data requirements and progress service changes to meet the cost savings proposed. Work closely with partners to explore potential funding opportunities to replace any changes to grant funding by 2018		Yes the current provision works in areas of deprivation to mitigate the impact of poverty, which would potentially be decreased if funding was decreased or removed	PON
4	Risk of NEETS increasing if support to reduce NEETS is ineffective or there are changes to funding	Work within the strict funding criteria and overcome barriers to meet the required targets to maintain the funding stream.		Yes any increase to NEETS would significantly impact across the wellbeing goals for future generations	PON

: Evidence Table – Other Key Performance Indicators (any other key measures you want to record and monitor that are not be specific to one of your priority objectives however if these are on Ffynnon there is no need to record twice)

No	PI ref:	Evidence	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18
			Target	Result	Target	Result		
1		The percentage of pupils achieving the Foundation Phase Indicator	89.2	88.6	89.1	88.9		Not yet set
2	EDU /003	The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	89.6	90.4	90.4	90.1		88.8
3	EDU /004	The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	84.1	82.0	86.1	84.1		84.9
4		% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	98	97.0	98.5	Provisional 96.8		98.5
5		The % of pupils achieving L4+ in end of KS2 assessments for English	91.3	92.4	92.1	91.8		90.4
6		The % of pupils achieving L4+ in end of KS2 assessments for Welsh	89.5	91.8	95.6	94.7		93.0
7		The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	91.2	92.0	92.1	92.1		91.2
8		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS2	-7.0	-5.3	-10.2	Not yet available		Not yet set
9		The % of pupils achieving L5+ in end of KS3 assessments for English	85.6	85.3	89.0	86.2		87.7

No	PI ref:	Evidence	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18
10		The % of pupils achieving L5+ in end of KS3 assessments for Welsh	93.0	87.3	91.3	86.6		92.5
11		The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	88.9	87.6	89.5	88.9		89.4
12		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS3	-9.5	-10.9	-6.7	-8.8		Not yet set
13		% pupils in receipt of Free School meals achieving the Core Subject indicator (CSI) at KS2	78.5	80.8	80.2	Not yet available		77.6
14		% pupils in receipt of Free School meals achieving the Core Subject indicator (CSI) at KS3	69.5	65.1	71.9	Not yet available		73.1
15		% pupils in receipt of Free School Meals achieving the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	38.4	30.1	35.8	Not yet available		37.4
16		% gap in performance between eFSM and non eFSM pupils for FPI at Foundation Phase	-	14.9	15.4	Not yet available		Not yet set
17		% gap in performance between eFSM and non eFSM pupils for CSI at Key Stage 2	14.2	12.5	13.1	Not yet available		14.3
18		% gap in performance between eFSM and non eFSM pupils for CSI at Key Stage 3	18.9	22.0	18.3	Not yet available		14.9
19		No. of schools requiring 'Red' support	-	4	2	Not yet available		0
20		No of schools requiring 'Amber' support	-	10	6	Not yet available		3

INFORMATION ITEM
EDUCATION FOR LIFE SCRUTINY COMMITTEE –
7TH NOVEMBER 2017

SUBJECT: **CAERPHILLY COUNTY BOROUGH COUNCIL'S ANNUAL LIBRARY STANDARDS ASSESSMENT 2016-2017**

REPORT BY: **CHIEF EDUCATION OFFICER**

1.   PURPOSE OF REPORT

1.1   To inform the Education for Life Scrutiny Committee of the progress made by the County Borough Library Service in seeking to meet the 5th Framework of Welsh Government Public Library Standards, Core Entitlements, and Qualitative Indicators, during 2016-17. This is the 3rd and final year of this Framework which operated up to March 31st 2017 and included a number of assessment areas with a focus on outcome and qualitative measures in addition to more traditional standards of attainment.

1.2   A guide to the features contained in the 2014-2017 Welsh Government Public Library Standards Framework is included for Scrutiny Member awareness as **Appendix 1**.

1.3   Education for Life Scrutiny Committee is asked to endorse this report.

2.   SUMMARY

2.1   Caerphilly County Borough was assessed as meeting 18 of the 18 Welsh Government Core Entitlements for Public Library Service provision. The Borough Library Service was deemed as meeting 5 of the 7 Quality Indicators for Wales in full and 2 in part with none failed in totality and was described by the Assessors and Reference Panel as having "consolidated services and maintained its performance…with some notable improvements". A copy of the formal Welsh Government assessment is included with this report as **Appendix 2**.

2.2   The 5th Welsh Government Public Library Standards Framework 2014-2017 included a range of core entitlements, quality indicators, qualitative data in addition to traditional input and output information, and a number of case study submissions at customer and Authority level.

Four strategic themes form the core of the Assessment regime, namely:

• Customers and Communities
• Access for all
• Learning for life
• Leadership and development

The Welsh Government Standards Reference Group in assessing Caerphilly County Borough Library Service's submission for 2016-2017 identified the following areas of particular strength in the Authority's performance for the year under review:

- Customer satisfaction is high, with all indicators above the median for Wales.

- Attendance at training sessions is above the median for Wales, and both this and informal training have increased in each year of the framework.

- The number of both members and active borrowers per capita remain high, and the service is to be commended on its increase in book and electronic issues, and improvement in the speed of supply of requests.

- Targets for acquisitions per capita, replenishment rate, materials for children and materials in the Welsh language have all been met.

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

- ICT provision appears to be under-utilised – based on the calculation formula of this standard it appears the Borough Library Service under-performs in ICT usage. The level of utilisation, at 21%, though appearing low, is due to the high number of Internet Terminals available that contribute to the levels of continuous occupancy recorded which needs to be considered in assessing this performance.

- Five service points do not provide Wi-Fi access.

- Staff turnover has reduced the numbers of professional staff, which no longer meets the target.

2.4   Overall the assessment of the County Borough Council's Public Library Service for 2016-2017 is favourable with acknowledgement that the service has maintained performance in the final year of the framework, with some notable improvements. However it must be noted that during 2016-2017 the service attained all 18 Welsh Government Core Entitlements - an improvement on the 2015-2016 return where the Borough Library Service met only 17 of the 18 Entitlements.

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

3.   LINKS TO STRATEGY

3.1   Public Libraries contribute to a number of the Council's core priorities and the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:

- 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

4.0 THE REPORT

4.1 The Welsh Government assessment of Caerphilly County Borough Council's performance against the 5th Standards Framework for Public Libraries in Wales during 2016-2017, concluded that:

"Caerphilly has consolidated services and maintained its performance in the final year of the framework, with some notable improvements in issues and supply of requests. However, budget reductions are already leading to declining usage in some aspect."

4.2 Caerphilly County Borough Library Service is assessed as meeting 18 of the 18 core (see **Appendix 2**).

4.3 There are 7 quality indicators that have target measures associated to them of which Caerphilly County Borough Library Service is deemed to achieve 5 in full and 2 in part which relate to Wi-Fi provision and Staff per capita.

4.4 Detailed below are areas of the assessment Framework that deserve specific mention either in respect of the good performance achieved by the Borough Library Service or where activity levels or other metrics fall below the average for Wales in 2016-2017.

4.4.1 Highlighted below are areas of good or excellent performance when compared to other Welsh Local Authorities.

Performance Indicator	Caerphilly	Rank	Lowest	Median	Highest
QI 2 Customer satisfaction					
a) 'very good' or 'good' choice of books	94%	3/20	74%	90%	98%
b) 'very good' or 'good' customer care	99%	4/20	90%	99%	100%
c) 'very good' or 'good' overall	98%	5/20	92%	97%	100%
d) child rating out of ten	9.3	6/19	8.6	9.1	10.0
QI 6 Library use					
a) visits per capita	4,431	7	2,453	4,033	6,751
c) active borrowers per capita	227	2	77	153	235
QI 7 attendances at events per capita	339	4	62	214	496
QI 12 Supply of requests					
a) % available within 7 days	81%	2	48%	70%	82%
QI 16 Opening hours					
a) % hours unplanned closure of static service points	0.00%	1	0.00%	0.00%	0.48%
b) % mobile stops / home deliveries missed	0.00%	1	0.00%	0.13%	8.33%

4.4.2 **Customer satisfaction**
Caerphilly County Borough Council's Public Library Service remains popular among the Authority's resident population and judged by users of all ages as offering excellent customer care. This sustained performance that has been noteworthy for a number of years and reflects both the quality of the Council's Library facilities and the resources, skills and care of its staffing complement.

4.4.3 **Library Usage**
Libraries reach and support the whole community regardless of age, gender and socioeconomic status or educational attainment. 80% of the residents in the borough hold a library card which is reflected in the positive ranking received by Caerphilly County Borough Public Library Service for active borrowers per capita. The number of residents attending events in Libraries has also improved on 2015-2016 activity levels and visits per capita are now ranked 7th for Wales.

4.4.4 **Satisfying customer requests for resources and specific materials effectively and in a timely fashion**
The Borough Library Service has a well-developed book and non-book delivery service and is a participant in the South Wales book courier offer 'Books4U' which provides customers with access to 12 Local Authority Library collections and 3 Academic establishments. Performance with regards to reservations for specific titles reflects the quality of overall offer currently available, however as book fund reductions begin to impact linked to the Council's Medium Term Financial Plan (MTFP) requirements performance in this area of assessment will become at best more challenging to sustain and at worst will see significant reductions in achievement.

4.4.5 **Access**
Caerphilly County Borough Library Service has ensured that the level of emergency non-opening of its 18 static library sites and its Housebound Delivery Service has not been a significant concern during 2016-17. Caerphilly is ranked the best performing Authority in Wales for this measure despite the Borough's facilities move to single staffing as part of tapered reductions in opening times since October 2015, linked to the Council's MTFP obligations.

4.5 Highlighted areas of below average performance

Performance Indicator	Caerphilly	Rank	Lowest	Median	Highest
QI 1 Making a difference					
a) new skills	24%	17/19	23%	71%	93%
c) health and well-being	26%	20/20	26%	56%	94%
QI 4 User training					
c) informal training per capita	118	14/20	1	156	712
QI 6 Library use					
b) virtual visits per capita	450	19/21	341	922	2,299
QI 11 Use of ICT - % of available time used by the public					
a) equipment	21%	19/21	16%	32%	69%

4.5.1 **Making a difference (Skills and well-being)**
The two qualitative measures included in this area were new to the 5th Standards Framework and each Authority has subsequently developed their own methods of capturing and reporting customer comments on skill development and use of health and well-being resources in their Libraries.

Caerphilly's performance against these indicators though appearing low within the authorities to return responses for 2016-2017 should be considered against this context and that the reporting submitted has been based on the results of a large survey sample as part of the annual CIPFA plus returns. Moving into the 6th Standards Framework, more detailed and targeted questionnaire activity is planned for 2017-2018.

4.5.2 **User training**
Caerphilly County Borough Library Service is slightly below the median for attendance per capita at informal user training activities although it should be noted that there has been an improvement on the ranking on the previous year whereby Caerphilly was deemed the lowest in Wales. As noted above this area was also a new indicator of performance included in the Welsh Government Standards Framework portfolio. Caerphilly Library Service works closely with partners, including Communities 2.0, Learn Direct, Get Caerphilly Online, and the Borough Adult Education Service to increase formal training provision. It is acknowledged that a review of the recording of informal activity needs to take place moving forward to ensure no under estimating of activity is taking place.

It is also important to note that since the move to single staff Library premises at smaller sites in October 2015, mediated informal training support for customers has become more challenging and activity levels in this area have shown an impact as a result.

4.5.3 **Library virtual usage and utilisation of public Internet terminals**
Caerphilly County Borough Library Service provides residents with access to 250 Public Internet Terminals across its 18 static sites, this is among the highest number for any Welsh Authority. The level of utilisation, at 21%, though appearing low, is due to the high number of Internet Terminals available that contribute to the levels of continuous occupancy recorded which needs to be considered in assessing this performance.

Promotion of e-digital services and computer usage are strategic priorities for the Borough Library Service over the 2017-2020 period as noted in the service's current service Improvement plan. It should be noted that only virtual visits to the CCBC Library website are included in the analytical data returned which is not the only library service online presence. Use of the Libraries Online website which includes access to the library catalogue system and e-resources through a direct URL link is unable to be reported on in a suitable format for the return at present. This is being reviewed for future reporting against the 6th Framework.

4.6 Impact Studies and Contribution to Borough Council strategic priority themes

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

- A 14-year old student who was encouraged to mount an exhibition of his photographs at the library; this was well received and is now touring the authority, with a resulting boost to the student's self-confidence.

- A young lady with physical and mental health problems who found peace and a feeling of safety at the library.

- Shared reading sessions at adult residential homes which contribute to participants' quality of life.

- A user whose life has been changed with a new home, job and girlfriend in Mexico, after using the library to improve his IT skills and gain a teaching qualification.

4.7 A statement on the contribution the Borough Library Service makes to a number of Welsh Government strategies, notably in the areas of Poverty, National Literacy Programme, Early Years provision, Community Learning, and Library delivery, was also submitted as part of the service Standards return for 2016-2017. Please see **Appendix 3** for the impact case studies and strategic statement.

5.0 WELL-BEING OF FUTURE GENERATIONS

5.1 This report contributes to the Well-being Goals as set out in Section 3 - 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 Libraries Deliver and report against:

	Sustainable Development Principle (WGFA 2016)	Libraries Deliver
	Long term **Planning** to achieve targets and aspirations	Free Internet Access Free Wi-Fi Access Sustainable PC provision
	Integrate how we work and deliver	Integrated systems Authentication for self-service Resource discovery platforms
	Involving staff and residents in service developments and current delivery challenges	Development of training / Support materials for staff and customers. Greater use of regular feedback via Social Media. Online evaluations and staff consultation.
	Collaborate with partners and others to provide the best community focused services	Working with groups and organisations that promote the same digital values to support residents.
	Prevent waste of materials and better utilise the skills of our present workforce	Use of online training tools, less printed paper. A responsive workforce and development strategy.

6.0 EQUALITIES IMPLICATIONS

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

7.0 FINANCIAL IMPLICATIONS

7.1 The cost to implement free Wi-Fi access at the remaining 5 sites, Quality Indicator 10b, that have no provision at present is approximately £25k.

8.0 PERSONNEL IMPLICATIONS

8.1 There are no personnel implications linked to this report.

9.0 CONSULTATIONS

9.1 The report reflects the views of the consultees

10.0 RECOMMENDATIONS

10.1 Members note the information received from the County Borough Library Service with regard to its performance for 2016-2017 in working towards achieving the 5th Framework of Welsh Government Public Library Standards, 2014-2017.

10.2 Members should also note the Welsh Government's Public Library Standard Reference Group assessment of this performance See **Appendix 2**. The Authority's attainment of 18 Core Entitlements and 5 Quality Indicators in full, 2 partial that have target levels of attainment.

10.3 That the Education for Life Scrutiny Committee endorses the Welsh Government Public Library Standards Annual Report 2016-2017 and forward to Cabinet for approval.

11.0 REASONS FOR THE RECOMMENDATIONS

11.1 To inform Education for Life Scrutiny Members of the progress achieved by the County Borough Library Service in meeting the requirements of the 5th Framework of Welsh Government Public Library Standards, 2014-2017.

12.0 STATUTORY POWER

12.1 Public Libraries and Museums Act 1964.

Author: Lisa Thomas, Manager – Digital Services (Libraries) / Karen Pugh, Manager – Reading Services (Libraries)

Consultees: Directorate Senior Management Team
Councillor Philippa Marsden, Cabinet Member, Education & Achievement
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Chris Burns, Interim Chief Executive
Nicole Scammell, Acting Director of Corporate Services & S151
Christina Harrhy, Corporate Director, Communities
Dave Street, Corporate Director, Social Services
Lynne Donovan, Acting Head of Human Resources & Organisational Development
Jane Southcombe, Finance Manager (Education & Lifelong Learning and Schools).
Gail Williams, Interim Head of Legal Services & Monitoring Officer.
Ros Roberts – Corporate Performance Manager, Performance Management
Kathryn Peters, Corporate Policy Manager
Anwen Cullinane, Senior Policy Officer, Equalities and Welsh Language

Appendices:

APPENDIX 1:   HOW GOOD IS YOUR PUBLIC LIBRARY SERVICE? A SUMMARY GUIDE TO THE PERFORMANCE MEASUREMENT AND ASSESSMENT FRAMEWORK FOR PUBLIC LIBRARIES IN WALES

APPENDIX 2:   WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2016-17

APPENDIX 3   WELSH PUBLIC LIBRARY STANDARDS – CASE STUDIES 2016-17

How good is your public library service?

A summary guide to the performance measurement and assessment framework for public libraries in Wales

Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk
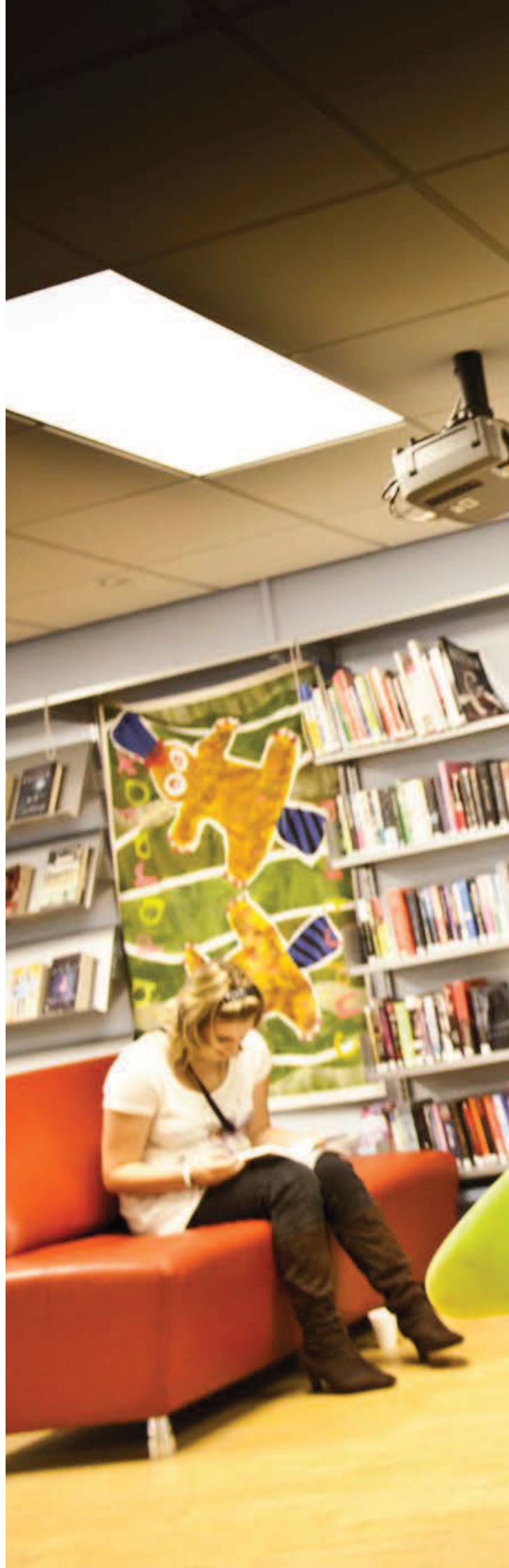
The public library service in Wales

This is a short explanatory guide for local authorities, who have legal and strategic responsibilities for delivering public library services in Wales, and for residents who may be users of library services. It outlines the local authority's responsibilities, and explains how the Welsh Government assesses the performance of library services as part of its on-going programme of improving public services.

Providing a public library service free of charge at the point of use is a long and honourable tradition in Wales. Public libraries promote community-based opportunities and learning of all kinds, encourage social and economic advancement and support a wide variety of group and individual activities. Libraries are relevant to all ages, needs and interests. The library service is one of the most popular and valuable services provided by local authorities, and residents respond vociferously to any decline in the provision and quality of that service.

Core services

The core aspects of a library service are:

- providing suitable and appropriate access to the service (both the buildings and on-line);
- providing services for those in society with particular needs (special materials, special equipment and special delivery services);
- providing a suitable range of reading and information materials in traditional and new formats reflecting community languages and the requirements of different age groups;
- ensuring that levels of investment are adequate in materials, staff and buildings;
- ensuring that responding to users' views and needs is properly reflected in the ways the service is managed and developed.

2

3

Measuring quality – how good is your library?

Each library authority in Wales has a statutory duty under the *Public Libraries and Museums Act 1964* to deliver a 'comprehensive and efficient' service to its residents. This can be measured in a number of ways, including feedback from library users – are they getting what they want, within a reasonable time, by the most suitable means and at convenient and accessible service points?

In addition, local authorities and residents must ensure that they are getting good value for money from their services. This can be measured, for example, by comparing performances between authorities. Information such as the number of users and the number of loans, visits and requests made by members of the public is compared in relation to the level of investment made in the service by each local authority.

The quality framework

The Welsh Government has statutory responsibility for the public library service in Wales. It has been gathering information and monitoring performance since 2002, when it issued its first framework of Welsh public library standards. The framework aims to provide a more consistent level of service throughout Wales and identify user entitlements clearly.

Regular reviews of the framework have been undertaken, and the quality indicators updated to reflect changes to the ways in which public library services are used and delivered. The current framework is the fifth, and will apply from April 2014 to March 2017.

Library services contribute to a range of Welsh Government outcomes such as literacy, skills and learning, digital inclusion, poverty, health and well-being. Library provision spans these outcomes, offering a range of services which often support two or more of the outcomes simultaneously. The new quality framework has therefore been themed around four core service aspects:

- customers and communities;
- access for all;
- learning for life; and
- leadership and development.

Each aspect has a number of core entitlements and quality indicators associated with it, and has been linked to wider government agendas. The desired outcome of the fifth framework is that libraries offer all the services and facilities listed as core entitlements. In order to assess the quality of these services and facilities, a range of performance indicators and outcome-based impact measures are described, to show how people are better off as a result of using the library service.

The quality indicators have been defined using statistics already being collected as far as possible, and in accordance with international standards. In some cases (for example, the provision of up-to-date reading material), targets have been set, based on an appropriate comparative level of performance across Wales, which library authorities will be expected to achieve over a three year period. In others (for example, customer satisfaction), targets are not appropriate, and comparison to previous years will monitor improvements in services.

What is expected of library authorities?

Because library services are the responsibility of local authorities, they should reflect local priorities, even though they are delivered within a statutory context. Libraries will not necessarily be able to achieve the top levels of performance in all areas, but are expected to achieve as many of the targets as possible and to seek improvements in those areas where performances are weaker. Authorities should also compare their performances with others in Wales and share best practice in order to bring about improvements.

In addition, local authorities are asked specifically to consider and ensure that their library services contribute fully to the achievement of overall corporate aims, and that they are always linked to various key local, regional and national policy agendas and work programmes.

How is performance assessed?

There are three contributors to the assessment process:

- the public, who respond to user surveys on the basis of their experience of the service, and who should have access to published reports about their library services;
- the library authority, which is required to scrutinise the performances of the library service and consider the assessment provided by the Welsh Government; and
- The Welsh Government.

Library authorities submit an annual return in early summer each year to the Welsh Government, noting performances against the core entitlements and quality indicators for the previous year. The Welsh Government uses a panel of assessors from local government, with the support of other experts, to consider the returns. Library authorities are given written feedback reports containing independent opinion, assessment and advice in the autumn of each year; these reports are also published on the CyMAL: Museums Archives and Libraries Wales web pages, and are available to members of the public.

What happens next?

Library authorities are asked to consider the feedback reports (according to local 'scrutiny' practices) and to address any weaknesses identified. They can do this by taking steps such as making additional investment, re-directing finance or by adopting more effective and efficient management practices.

If the Welsh Government has concerns about any library service, for example if appropriate action is not taken and quality continues to fall, there are a number of further steps which could be taken:

- An authority that does not perform to a satisfactory level can be offered assistance in the form of advice to carry out an agreed improvement programme.
- Disregarding advice or responding inadequately to the requirements could mean exclusion from the extra funding made available to public library services by the Welsh Government.
- Ultimately, the Welsh Government can remove the power to run a library service from a library authority, for example if performance against the quality indicators remains poor, and public discontent becomes apparent.

What has been the effect of setting standards for library services?

Since 2002, local authorities in Wales have responded to the challenges, and improvements have been recorded in all library services. Some authorities have made more progress than others, according to particular circumstances. It has not been considered necessary to invoke any of the actions noted in the three points above. There have been significant overall improvements in the levels of investment in materials, in the provision of information technology, in buildings and opening hours in many authorities. Many library services have also adopted improved methods of delivering services. Public opinion of library services continues to remain high throughout Wales.

The authorities that have made the most significant progress are those that have increased the levels of investment in their library services, particularly in the purchasing fund for books and information resources and in equipment and buildings, and who have also improved their approach to the management of services. This combination of approaches has had beneficial effects on performances. The challenge for the next three years is not only to maintain levels of service in a climate of public spending cuts, but to continue to improve service quality and the benefits it brings to the people of Wales.

The role of CyMAL: Museums and Archives and Libraries Wales

CyMAL is the Welsh Government's policy division for public library services. It advises the Minister for Culture and Sport on policy matters as well as providing advice and support to the library sector. It provides Welsh Government grant funding to library services for innovative projects, including modernisation of library buildings. It also has a role to support and develop library standards, expertise and skills. CyMAL's staff and representatives also advise local authorities and other interest groups on public library services and on the quality framework of Welsh public library standards.

Further information

Information about the framework of Welsh public library standards is available on the CyMAL web pages:

www.wales.gov.uk/cymal

Welsh Public Library Standards 2014-17

Caerphilly County Borough Council

Annual Assessment Report 2016-17

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

1) Executive summary

Caerphilly met all of the 18 core entitlements in full this year.

Of the 7 quality indicators which have targets, Caerphilly achieved 5 in full and 2 in part.

Caerphilly has consolidated services and maintained its performance in the final year of the framework, with some notable improvements in issues and supply of requests. However, budget reductions are already leading to declining usage in some aspect. Further cuts are likely to impact on front line service delivery, and will require careful planning to minimise negative effects. There is some concern that elements of the sixth quality framework will not be met.

- Four case studies provided good evidence of the impact of the service, although some of the quantitative measures of impact gathered via customer surveys were low. 96% of attendees at training sessions said that they had been helped to achieve their goals.

- Customer satisfaction is high, with all indicators above the median for Wales. Attendance at training sessions is above the median for Wales, and both this and informal training have increased in each year of the framework.

- The number of both members and active borrowers per capita remain high, and the service is to be commended on its increase in book and electronic issues, and improvement in the speed of supply of requests.

- Targets for acquisitions per capita, replenishment rate, materials for children and materials in the Welsh language have all been met. ICT provision appears to be under-utilised, and five service points do not provide Wi-Fi access.

- Staff turnover has reduced the numbers of professional staff, which no longer meets the target. Three staff members are being supported to undertake relevant qualifications. No detailed financial data were provided at the time of preparing this report. Opening hours have increased slightly compared to last year, and are above the median for Wales as a whole.

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

Overall, performance has declined compared to previous years, despite some areas of improvement and the assessors feel that this is disappointing in a previously strong library service.

2) Performance against the standards

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

a) Core entitlements

Caerphilly is meeting all of the 18 core entitlements in full, following an improvement in Wi-Fi provision.

b) Quality indicators with targets

There are 16 quality indicators (QI) within the framework. Of the 7 which have targets, Caerphilly is achieving 5 in full and 2 in part:

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

This is an improvement over last year, in that QI 9 is met in full.

c) Impact measures

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

Caerphilly carried out customer surveys of adults in April 2015, and of children in May 2016, using the CIPFA PLUS surveys.

Performance indicator		*Rank*	Lowest	Median	Highest
QI 1 Making a difference					
b) % of children who think that the library helps them learn and find things out:	68%	*19/19*	68%	93%	100%
e) % of adults who think that the library has made a difference to their lives:	36%	*19/19*	36%	86%	97%
% of children who think that the library has made a difference to their lives:	n/a		58%	82%	98%
QI 4 b) % of attendees of training sessions who said that the training had helped them achieve their goals:	96%	*12/19*	80%	97%	100%

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

- A 14-year old student who was encouraged to mount an exhibition of his photographs at the library; this was well received and is now touring the authority, with a resulting boost to the student's self-confidence.

- A young lady with physical and mental health problems who found peace and a feeling of safety at the library.

- Shared reading sessions at adult residential homes which contribute to participants' quality of life.

- A user whose life has been changed with a new home, job and girlfriend in Mexico, after using the library to improve his IT skills and gain a teaching qualification.

d) Quality performance indicators and benchmarks

The remaining indicators do not have targets, but allow performance to be compared between authorities. The following table summarises Caerphilly's position for 2016-17. Ranks are included out of 22, where 1 is the highest, and 22 the lowest scoring authority, unless stated otherwise. Indicators where fewer than 22 authorities supplied data are those where relevant data elements were not available to some authorities. Figures reported in respect of the first two years of the framework for QI 4 to QI 16 are repeated for convenience of comparison. Note that indicators 'per capita' are calculated per 1,000 population.

Performance indicator	Rank	Lowest	Median	Highest	2015/16	Rank	2014/15	Rank
QI 1 Making a difference								
a) new skills	24%	17 /19	23%	71%	93%			
c) health and well-being	26%	20/20	26%	56%	94%			
d) enjoyable, safe and inclusive	98%	8 /19	93%	98%	100%			
QI 2 Customer satisfaction								
a) 'very good' or 'good' choice of books	94%	3 /20	74%	90%	98%			
b) 'very good' or 'good' customer care	99%	4 /20	90%	99%	100%			
c) 'very good' or 'good' overall	98%	5 /20	92%	97%	100%			
d) child rating out of ten	9.3	6 /19	8.6	9.1	10.0			
QI 4 User training								
a) attendances per capita	56	7	3	34	248	47	6	22	13
c) informal training per capita	118	14/20	1	156	712	96	16 / 19	16	21 / 21
QI 6 Library use								
a) visits per capita	4,431	7	2,453	4,033	6,751	5,263	3	5,826	2
b) virtual visits per capita	450	19/21	341	922	2,299	438	19	599	18
c) active borrowers per capita	227	2	77	153	235	273	1	288	1
QI 7 attendances at events per capita	339	4	62	214	496	303	5	317	5
QI 11 Use of ICT - % of available time used by the public								
a) equipment	21%	19/21	16%	32%	69%	25%	19	28%	20
QI 12 Supply of requests								
a) % available within 7 days	81%	2 /4	48%	70%	82%	77%	4	78%	4
b) % available within 15 days	86%	10/21	65%	85%	96%	86%	10	91%	2
QI 13 Staffing levels and qualifications								
(v) a) total volunteers	10	15	0	24	209	12	14	17	8
b) total volunteer hours	321	17	0	798	5,156	360	15	510	12
QI 14 Operational expenditure								
a) total expenditure per capita	n/a		£6,745	£11,979	£16,968	n/a		£15,728	7
b) % on staff	n/a		46%	58%	75%	n/a		64%	5
% on information resources	n/a		4%	13%	25%	n/a		13%	10
% on equipment and buildings	n/a		0%	4%	20%	n/a		3%	14
% on other operational costs	n/a		9%	22%	37%	n/a		19%	13
c) capital expenditure per capita	n/a		£0	£341	£16,692	n/a		£0	16
QI 15 Net cost per visit	n/a		£1.50	£2.33	£3.30	n/a		*	
QI 16 Opening hours *(see note)*								
(ii) a) % hours unplanned closure of static service points	0.00%	1	0.00%	0.00%	0.48%	0.00%	1	0.0%	1
b) % mobile stops / home deliveries missed	0.00%	1 /19	0.00%	0.13%	8.33%	0.00%	1 / 19	0.3%	8 / 19

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

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

Data on Wi-Fi usage has only been provided by three authorities for 2016-17 and so is not included in the table above.

3) Analysis of performance

The core entitlements and quality indicators are divided into four key areas. This section of the report outlines performance against the quality indicators within these four areas, and compares results with those from the first two years of the framework.

a) Customers and communities

Caerphilly undertook a user survey of children in May 2016 and of adults in April 2015. Customer satisfaction is high in both cases, although the impact indicators are disappointing and, among the lowest in Wales. All service points provide the full range of support for individual development. Attendance at training sessions has increased for the second year, and the level of informal training has also increased, with Caerphilly's relative position on this measure has improved over the framework period.

b) Access for all

Caerphilly meets the target for physical access to service points. Visits to library premises have fallen for the second year, and relative performance on this measure is dropping. The authority notes closures of two libraries for refurbishment for a short period during the year, which is likely to have had an impact on visits. Virtual visits have increased, although these remain among the lowest in Wales. Caerphilly continues to have high rates of membership and active borrowers, and both book and electronic issues have increased compared to last year for which the service should be commended as this is against the general trend in Wales.

c) Learning for life

Caerphilly is meeting the targets for acquisitions per capita, replenishment rate, materials for children and materials in the Welsh language. It continues to maintain its ICT provision, although only 13 of the 18 service points provide Wi-Fi access at present, and the service has been unable to invest in expanding provision this year. Use of ICT equipment remains relatively low, with only two authorities reporting a lower rate of use this year. There has been a welcome improvement in the percentage of requests met within 7 days, which is beaten by only one other authority.

d) Leadership and development

Overall staffing remains at last year's levels, although there has been a drop in professional staffing owing to staff departures, and as a result no longer meets the target. The authority notes that three staff are being supported to gain qualifications, including CILIP Chartership, and this is welcomed. The number of volunteers has fallen slightly, to 10, who gave an average of 32 hours each to the service. Volunteering opportunities are offered only as work experience placements, under two schemes, and the service is continuing to work towards NOS accreditation.

Caerphilly was again unable to provide financial information other than in respect of spending on materials at the time of preparing this report, as this is outside the library's control, and this omission is regretted. Opening hours increased slightly compared to last year, and continue to meet the target set. There were no unplanned closures or missed

home deliveries during the year.

4) Strategic context

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

5) Future direction

A review of the library service is currently ongoing, and the authority notes that further savings will be required from 2017 to 2020. It is likely that such changes will impact front line service delivery. There is concern that elements of the sixth quality framework will not be met, despite a commitment to providing a comprehensive and efficient service.

6) Conclusion

Caerphilly has consolidated services and maintained its performance in the final year of the framework, with some notable improvements in issues and supply of requests. However, budget reductions are already leading to declining usage in some aspect. Further cuts are likely to impact on front line service delivery, and will require careful planning to minimise negative effects. There is some concern that elements of the sixth quality framework will not be met.

APPENDIX 3 (B): Welsh Public Library Standards - Case Studies

Authority: Caerphilly County Borough Council

1. The impact which the library has had on an individual, or on a group of individuals, during the year. Describe the use made of the service, and the difference that use made to the individual or group concerned. Up to four case studies may be provided (indicative length: 500 words each).

a) The library service remains committed to partnership working with all Departments including the Education Departments within our Directorate and actively encourages EOTAS (Education Other Than At School) Students to visit libraries with their tutors. L is fourteen and an EOTAS student. He visits Deri Library with his tutor Darren and this is his account of how regular contact with the library service has helped him.

'I have been working with Darren on a photography project capturing images of the local area. On one visit to Deri Library, Julie suggested holding an exhibition of my work at that library. This was really exciting though I was quite shy about it as I'd never displayed anything before. I wasn't sure if anyone would care or if my work was good enough.'

'Julie's help didn't stop there. She also suggested I contact some of the other libraries in the area to see if they would be interested in holding the exhibition of my work. Over the next few days I visited Rhymney, Bargoed and New Tredegar Libraries and they all said yes, they would be happy to display my work! Also the exhibition will be displayed at Ty Penallta, Caerphilly Councils Head Offices, after the Education Services heard about the work I'd done.'

'I'm really happy about my exhibition, though find it quite funny when people tell me they like it. I go all red! I've had some great comments so far and people have been writing in the comment book. I do feel very proud of having an exhibition and I must say a big thank you to Julie and all the other librarians for helping me do something I never thought I'd ever do.'

L's mother also added, 'he is pleased with his work. Lots of people have spoken to me about the exhibition, calling over in the street, down the shop or at the local primary school. As it was on display in the libraries, everybody could gain access to see it as the library is a real hub of the community.'

The librarian at Deri has known L since he was a baby. Since visiting the library regularly with his tutor, she has noticed a big improvement with his communication skills and confidence. L now talks much more freely and enjoys all the positive feedback in the comments book about his exhibition. L is naturally reserved and shy so this sense of purpose and achievement resulting from visiting the library has been fantastic to see and has made him more self-confident.

The photography exhibition is still travelling around the Caerphilly Borough and Tweets of the event can be found in the attachment sent with this document. (JT)

b) Caerphilly library service strongly supports and acknowledges its importance in the promotion of health and well-being to all residents and visitors in / to the Borough. We ensure buildings are safe, attractive and accessible: are open to all members of our communities and that staff are professional, approachable, knowledgeable and helpful.

Staff at Risca Library noticed that for some months a young lady would frequently visit the library. She did not engage with staff or customers and was more than happy to sit by herself in a quiet area. With her headphones on she would task herself with conducting her artwork. Over time, staff would quietly encourage conversation with her and talk to her about her artwork. Unexpectedly staff received the following letter and gift from this young lady.

'To everyone,

I wanted to do something nice to say thank you for the hours I've spent here since you opened. I have some health problems (physical and mental) and coming here always offers me some

respite. Sometimes it's difficult to go too far from the house, so to have somewhere I can drive to and then just sit in peace breaks up the day.

I always notice how cheerful the staff are and how dedicated you are to visitors – from the funny voices at 'story time' to delight the toddlers, to helping people with computers.

I also feel safe here. I know if anyone's upsetting the other visitors it's always sorted, like in the summer when some teenagers were shouting.

I hope you enjoy the cupcakes – they're chocolate caramel and suitable for vegans. There's no need to thank me for them – I'm often nervous of speaking to people, which is why I appreciate being able to sit and draw / read without the pressure of conversation.

Thank you!

Hannah (the quite, skinny art girl)

Since the gift and note, Hannah has carried on visiting Risca Library, conversing with staff when she's feels able and strong. When she is struggling with her mental health, Hannah will revert to passing staff notes to let them know how she is. Hannah's artwork has also been displayed at the Library. Hannah has openly stated she visits MIND and Risca Library are in talks to set up partnership working with the organisation. By working with MIND's art tutor, the library will display further artwork and also team up with the neighbouring MIND group at Torfaen.

c)	The library service undertakes to reach out to all members of its communities and is committed to providing services within community locations where residents find it difficult to visit their local library. Over the last three years, Community Librarians have run Shared Reading programmes at Residential Homes. Successful visits to a Rhymney Valley Residential Home: Min y Mynedd led to enquiries being made by the group leader from Gwerin, a Day Centre for adults with Adult Learning Needs with a simple enquiry, 'would you consider running a similar monthly session for our group?' The Library Service responded with a resounding yes.

The adults in the group range in age from 20 to 60 years and spend time with each other at the centre where they use the facility to socialise, eat together and take day trips. Guest speakers also attend and offer talks and presentations on local history. The library service Community Librarian Saran says,

'After meeting the group for an informal introduction and chat, I started the sessions by reading some poems. Following on from this we had an informal discussion about what the poem's mean, how the group interpreted them and about their lives in general. The comic poems were a huge hit and drew much laughter which made talking about the poems so much easier.'

As the monthly sessions progressed, Saran noticed how relaxed the group was around her and how everyone loved to chat- even about personal and private topics such as the death of a pet. Saran has received many comments:

'I loved the Roald Dahl poems and the funny ones'

'Another fab session today, the whole group really enjoyed it'

The group leader has said on many occasions how the clients have enjoyed the sessions. Whilst sitting in on the sessions, she has witnessed the group laughing at the poems, or sitting silently listening which shows how engaged and interested they are. The group leader believes this is beneficial to client's enjoyment and quality of life and states,

'It's good for the group to have a different voice, a different visitor for a bit of variety.'

'Everyone enjoyed that ….it was so different and a great experience.'

As a direct result of these sessions, the group leader and Saran have made arrangements for Gwerin to visit Rhymney Library to attend a local history talk. They are also visiting the library on a weekly basis where the group will run their craft sessions and make full use of the library service's IT facilities, Wi-Fi and book stock.

d)	Caerphilly Library Service understands the benefits library users can gain: by reading or researching its eclectic and excellent stock or sitting down and using WiFi or PC's, customers can

gain and nurture invaluable life skills: Work Skills, IT skills, boost confidence, interpersonal and communication skills. Meet Alan . . .

Alan moved to the Caerphilly area from Newcastle in 1996. He used the old Caerphilly Library at Morgan Jones park to photocopy materials for his job delivering private music tuition. Unfortunately it proved difficult to maintain this career.

Many years later, Alan returned to Caerphilly Library at its new location in the central area of Caerphilly, this time accessing employment support through Job Club and using the IT facilities to improve his skills. Alan enrolled on a Teaching Assistant course at the local College and used the library extensively to access books and information relevant to his course. He used the library to complete assignments, many of which required Microsoft Publisher. During this time he received further support from 'Digital Fridays' – a group of volunteers who use the library facility to help others enhance their IT skills.

At the completion of his course, Alan starting looking once again for employment and decided to take up a teaching position in Mexico. By using the library facilities, he was able to research the customs of the country, correspond with his new employer and book his flights! In October 2016, Alan left Wales to take up his new life in Mexico. In a recent email sent to the library he states,

'personally I began using the library for Jobclub at first – the library provided me with the only social outlet I could afford. Later on I gained a place at Ystrad Mynach College on a Teaching Assistant course. The staff at Caerphilly Library proved to be invaluable in helping me pass the course, with both technical help using computers and also giving me encouragement and confidence when I really needed it. I wouldn't have made it to Mexico without the library and the marvellous staff. Thanks to all of your for helping me get here when frankly, I needed help – the library is good for lots of reasons – socially and educationally – and I got the benefit of both when my business and life fell apart.'

Alan is now settled in Mexico with a new home, new job and new girlfriend! He teaches during the day and entertains customers in a local coffee shop with his music in the evenings and weekends.

2. Please provide a narrative that demonstrates how the library service is contributing towards wider Welsh Government priorities and strategic goals (indicative length: 500 - 1,000 words).

The library service aligns itself clearly to the priorities and strategic objectives of Caerphilly County Borough Council. The authority ensures that it delivers on the programme set out by the Welsh Government, therefore it may prove useful to first consider how the library service contributes towards CCBC plans.

Caerphilly Delivers – The Single Integrated Plan 2014-17	Anti-Poverty Strategy	Council Improvement Objectives	Priority Areas and key contributions by the Library Service
Theme 1: **Prosperous Caerphilly**	**Places** - where people live and the services they have access to locally can impact positively on their ability to be resilient to poverty	To help people make the best use of their household income.	Develop and sustain vibrant town and village centres New and refurbished Library facilities in town centre/retail locations are anchor services that support the communities they serve. Since 2007 the Council, stakeholders, and the private/third sector have invested some £12million to develop Library sites making the facilities fit for purpose and complementary to the

			local area and retail environment they often occupy. Access to free public internet facilities is available in Libraries through 250 PCs, alongside a range of training and mentored support provided for residents. This includes Digital Friday activities at 6 locations enabling customers to gain new skills and qualifications and to become IT enabled.
Theme 2: **Learning Caerphilly**	**Prospects, and Pockets -** measures and policies that support residents to improve their life chances, income levels, and reduce the risk of them sliding into poverty.	Improve outcomes for all learners, particularly those vulnerable to under achievement To help people make the best use of their household income and manage their debts.	Residents of all ages are supported to learn new skills and gain qualifications. They are able to learn within their locality including virtually from home. Residents have the skills and knowledge to meet the challenges of poverty through access to good quality training and support. Residents have access to training and improved employability conditions providing potential to increase income levels, qualifications, and ability to progress with their employment. County Borough Libraries support residents to access mediated and informal learning, books and other materials, and to feel in control of their progress and achievements. Within the range Library premises there is a strong focus on community centred learning spaces that are modern, attractive, and learner friendly. Establishing/Developing sustainable online educational content that children, parents, and other independent learners who live or work in the County Borough can access and benefit from is a key goal of the Borough Library Service's Three Year Plan 2014-17 under the theme of 'e-digital services'.
Theme 3: **Healthier Caerphilly**	**Prevention** - measures and policies that assist residents not to slide into poverty.	Close the gap in life expectancy for residents between the most and least deprived areas in	Support the mental and physical well-being of the County Borough's residents. Provide access to skills,

				the county borough.	knowledge and information that enable residents to achieve their goals Libraries offer access to a wide range of self-help, advice and well-being resources targeted at supporting the individual to cope with the physical or mental distress they may be facing. The service provides access to the National Books on Prescription Scheme – where GP's prescribe a book to a patient with mild to moderate mental health issues; the resident then borrows the item from their local Library).

Library service contributions towards Welsh Government priorities and strategic goals.

Libraries Inspire : The strategic development framework for Welsh libraries 2012-16	Welsh Government Priorities for Tackling Poverty, Baroness Andrews Report 'Culture and Poverty', Fusion: Tackling Poverty through Culture	Welsh Government - Programme for Government	Welsh Government – Wellbeing of Future Generations Act	Priority Areas and key contributions by Caerphilly Borough Library Service
Modernise Public Library Buildings - to meet the changing needs of their users **Skills for life** – including literacy information and digital skill development **Attracting the Audience** – developing and utilising a planned programme of citizen engagement to access and benefit from Library provision in Wales **Investing in**	Culture and collaborative working as a driver for learning and improved life changes – focused on Communities First areas and the impact aspirational activities can support when available. *Culture and Poverty Report* Assist in mitigating the impact of poverty through ensuring fair access to computer technologies and working to improve engagement and wider skill development alongside community	Widen access to our culture, heritage and sport, and encouraging greater participation. Reduce inequality and poverty among the most disadvantaged areas of Wales and work to ensure citizens do not fall into poverty wherever possible. Supporting education and employment progression as an enabler to lift people out of poverty and material deprivation. Ensuring residents and their carers receive the support required to benefit from fulfilled lives. Support the wider business and innovation growth environment through complementary access to community located learning and skill development	**A prosperous Wales –** using resources efficiently developing a skilled, well educated population within an economy generating wealth and providing employment opportunities **A more equal Wales –** Enabling people to fulfil their potential regardless of background and circumstances	Access to a range of free services provided by the Borough Library Service including recreational and learning materials; IT facilities, including WiF; and community learning opportunities in partnership with a range of public sector / FE /HEI providers. All these play an important role in supporting residents to lift themselves from poverty and deprivation andobtain skills to benefit them in their future job seeking . Each library, regardless of size, has dedicated learning areas that can facilitate digital enablement alongside conventional educational activities. Access to free public internet facilities is

People - Library staff are central to the provision of a good library experience for customers. The Libraries Inspire Framework is committed to continue investing resources and funding to enable Welsh Library Services to develop a skilled and confident workforce.	participation through 'digital inclusion' measures ***Welsh Government Priorities for tacking Poverty***	opportunities. Support Schools, Colleges and Higher Education providers to play their role as community institutions through extending and enhancing the partnerships that exist with Public Library Services to their maximum effect. Work more effectively across the regional and local public sector bodies to collaborate wherever possible.	**A Wales of vibrant culture and thriving Welsh language –** promotes and protects Welsh culture, language and heritage and encourages participation in the arts, sport and recreation **A healthier Wales –** where physical and mental well-being is maximised and decision and behaviour impact on future health is understood	available in Libraries through 250 PCs, alongside a range of training and mentored support provided for residents The creation of informal 'cultural hubs' at Library facilities including Bargoed Hanbury Chapel, Risca Palace Cinema, Newbridge Memo, and Caerphilly Library and Customer Service Centre places the Borough Library Service at the heart of artistic and community learning activity – with premises often located in important civic sites. Projects linked to digital skill enablement, film and creative art activity, and reading initiatives, have and will continue to drive the Borough Library Services contribution to the Well-being of Future Generations Act' cultural & heritage goals. Libraries offer access to a wide range of self-help, advice and well-being resources targeted at supporting the individual to cope with the physical or mental distress they may be facing. The service provides access to the National Books on Prescription Scheme – where GP's prescribe a book to a patient with mild to moderate mental health issues; the resident then borrows the item from their local Library). The service aims to empower the individual to feel in control of information regarding their condition, and any achievement in improvements. The library has actively supported the Dementia Friendly Towns initiative at Caerphilly and Blackwood with staff

				attending dementia awareness training. Community Librarians have developed Shared Reading groups at a number of care homes.
			A resilient Wales – support for social, economic and ecological resilience	Professionaly curated information resources, both traditional and digital format are essential in assisting resilience within communities. Access to reliable, impartial reputable information sources contributes towards building capacity within communities enabling empowerment and resilience.
			A Wales of cohesive communities – attractive/viable, safe and well connected communities.	New and refurbished Library facilities in town centre/retail locations are anchor services that support the communities they serve. Libraries are viewed by residents as safe public spaces with a neutral and welcoming environment. Their establishment provides a facility which helps to give viability to local communities. Habury Chapel, Newbridge Memo and Palace Cinema building in Risca have all been converted into statement library facilities providing a first class environment for traditional library services, ICT facilities and community meeting spaces. The new Caerphilly library incorporated the dressed stone facade of the old post office into its exterior – all of

			A globally responsible Wales – a Wales which takes account of whether it's decisions make a positive contribution to global well-being and has the capacity to change.	the libraries have thus guaranteed the survival and development of these important listed/civic buildings
				The service works with internal partners when planning sustainability for the service with a view to maximising efficiency in the use of all resources; staffing; buildings (co-location and agile working); energy usage and building ratings.

3. Please provide a short statement about the future direction and plans for the library service (indicative length 200 words).

The authority continues to develop its medium term financial plan proposals and the library service is required to fulfil its obligations towards enabling the authority to reach its savings target. The Improving Services strand of the Business Improvement Programme within the authority is continuing and a review of the library service is currently ongoing. Over the past six years the service has met its required savings targets. During 2016 / 2017 2.5 (FTE) senior staff posts were not backfilled leaving the library service with: 1 Head of Service, 2 Group Specialists and 6 Community Librarians. It important to note that further savings will be required from the service over the years 2017-2020 and the library service review will be undertaken with a view to identifying how these savings can be made, assessing the impact on communities and analysing how negative effects can be minimised. It is likely that any further savings identified will result in changes to front line service delivery and it is anticipated that the service will not meet some of the Core Entitlements and Quality Indicators identified in the *Sixth Quality Framework of Welsh Public Standards 2017 / 2020* that it has in previous years. However Caerphilly Library Service remains committed to 'provide a comprehensive and efficient library service' to the best of its ability.