

# Public Document Pack

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

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



[www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)  
[www.caerffili.gov.uk](http://www.caerffili.gov.uk)

For all enquiries relating to this agenda please contact Amy Dredge  
(Tel: 01443 863100 Email: [dredga@caerphilly.gov.uk](mailto:dredga@caerphilly.gov.uk))

**Date: 3rd January 2018**

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 9th January, 2018** at **5.30 pm** to consider the matters contained in the following agenda. You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so. A simultaneous translation will be provided if requested

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Chrissy'.

**Christina Harrhy**  
INTERIM CHIEF EXECUTIVE

## AGENDA

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

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

A greener place Man gwyrddach



To approve and sign the following minutes: -

- |   |  |         |
|---|--|---------|
| 3 | Education For Life Scrutiny Committee Meeting held on the 7th November 2017.                                   | 1 - 10  |
| 4 | Special Education For Life Scrutiny Committee held on the 7th December 2017.                                   | 11 - 16 |
| 5 | Consideration of any matter referred to this Committee in accordance with the call-in procedure.               |         |
| 6 | To receive a verbal report by the Cabinet Member(s).   |         |
| 7 | Education for Life Scrutiny Committee Forward Work Programme.  | 17 - 28 |
| 8 | To receive and consider the following Cabinet Report*: -<br><br>Welsh in Education Strategic Plan 2017 - 2020. |         |

*\*If a member of the Scrutiny Committee wishes for the above Cabinet report to be brought forward for review at the meeting please contact Amy Dredge, 01443 863100, by 10.00 a.m. on Monday, 8th January 2018.*

To receive and consider the following Scrutiny reports: -

- |    |   |         |
|----|---|---------|
| 9  | Junior and Youth Forum Priorities.  | 29 - 32 |
| 10 | Caerphilly Behaviour Model and Provision.                                   | 33 - 36 |
| 11 | Improving School Attendance.  | 37 - 42 |
| 12 | Revised Guidance for the Inspection of Local Government Education Services. | 43 - 48 |

**Circulation:**

**Councillors** C. Andrews, J. Bevan, P.J. Bevan, A. Collis, S. Cook, W. David (Chair), A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver (Vice Chair), Mrs T. Parry, J.E. Roberts, R. Saralis and R. Whiting

**Co-opted Members:**

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

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

**Outside Body Representatives** (without voting rights)  
Mrs J. Havard (NUT) and Mrs P. Ireland (NUT)

**Caerphilly Governors Association** (without voting rights)  
Mr D Davies

And Appropriate Officers

This page is intentionally left blank

# Agenda Item 3



## EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 7TH NOVEMBER 2017 AT 5.30PM.

---

PRESENT:

Councillor W. David - Chair  
Councillor G. Oliver - Vice-Chair

Councillors:

Mrs C. Andrews, J. Bevan, P.J. Bevan, S. Cook, A. Farina-Childs, D.T. Hardacre, D. Havard,  
Mrs B. Miles, J.E. Roberts, R. Saralis and R. Whiting

Together with:

P. Marsden (Cabinet Member for Education and Achievement), S. Mutch (Early Years  
Manager), P. Warren (Strategic Lead for School Improvement), E. Pryce (Principal Challenge  
Advisor) and E. Sullivan (Interim Scrutiny Officer).

Also Present:

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

And:

Mr R. Pawar (HeadTeacher, Blackwood Comprehensive School)

### CHAIR'S ANNOUNCEMENT

The Chair informed Members that both Keri Cole (Chief Education Officer) and Councillor  
Teresa Parry had suffered a bereavement over the weekend and asked that messages of  
condolences be sent to them on behalf of the committee. Members stood for a minutes'  
silence as a mark of respect.

The Chair welcomed Mr Paul Warren (Strategic Lead for School Improvement) and Mr Ravi  
Pawar (Head Teacher, Blackwood Comprehensive School) to their first scrutiny committee  
meeting.

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors A. Collis, D. Havard, Mrs T. Parry and  
Mrs K. Cole (Chief Education Officer), Mrs S. Richards (Interim Head of Service for Education)  
and Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative).

## **2. DECLARATIONS OF INTEREST**

A declaration of interest was received from Councillor A. Farina-Childs in relation to the presentation from Mr. R. Pawar (Headteacher, Blackwood Comprehensive School) (Minute No.9). Details are minuted with the respective item.

## **3. MINUTES – 26TH SEPTEMBER 2017**

Mr R. Morgan (Parent Governor) confirmed that although he is noted as present in the minutes he had given his apologies for the meeting. Subject to the above amendment it was moved and seconded that the minutes of the 26th September 2017 be approved as a correct record and by show of hands this was unanimously agreed.

RESOLVED that subject to the above amendment the minutes of the Education for Life Scrutiny Committee meeting held on Tuesday the 26th September 2017 (minute nos. 1-12) be approved as a correct record and signed by the Chair.

## **4. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

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

Councillor P. Marsden (Cabinet Member for Education and Achievement) referred to the report previously circulated to Members and provided a verbal update on her portfolio activities over the last few months.

The Cabinet Member acknowledged a request received from Councillor R. Saralis for further information on the Bridges to Work initiative. She advised that although she did not have the details with her, they would be sent to him after the meeting.

With regard to the Childcare Offer it was noted that following on from the initial pilot in the Mid Valleys East area the offer would be expanded into the Trinant, Risca and Aber Valley areas covering nearly two thirds of the borough. It is anticipated that the offer would be further increased to the whole of the Caerphilly area from January 2018.

An update was provided on a recent meeting with Debbie Wilcox (WLGA) where discussions had centred on the issues facing all local authorities including budget pressures. The views expressed would be taken back to Welsh Government. The usefulness of such meetings was emphasised as it allowed Executive Members to understand common issues and share good practice. The advancements being made in terms of collaborative working, challenge and intervention planning were explained and how improvement processes were being moved forward.

The Cabinet Member also referenced her attendance at the 'From Poverty to Prosperity' National Conference supported by the Youth Forum and the opening of Islwyn High School. Councillor Marsden commented on the Welsh Governments' monitoring visit to ascertain the extent of Caerphilly's commitment to participation of children and young people. This was judged to be excellent, their subsequent report concluded that there was strong evidence to demonstrate that Caerphilly was meeting the requirements as set out in the statutory guidance.

Finally the Cabinet Member updated the committee on her recent meeting with the Police and Crime Commissioner.

A Member sought clarification as to how the Childcare Offer was being publicised.

Sarah Mutch (Early Years Manager) confirmed that there had been a massive publicity campaign via schools, social media, website and direct mail.

The Chair thanked the Cabinet Member for her report.

**6. CONSIDERATION OF ANY MATTER REFERRED TO THE COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

**7. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Interim Scrutiny Officer presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from November 2017 to July 2018.

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

Councillor P. Bevan requested that a further report on regional targeting setting come back to this committee for consideration and agreed to email the Interim Scrutiny Officer with the details in order to progress the request.

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

RESOLVED that the work programme appended to the report be approved.

**8. CABINET REPORTS**

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

**REPORTS OF OFFICERS**

Consideration was given to the following reports.

**9. A PRESENTATION FROM MR RAVI PAWAR, HEAD-TEACHER, BLACKWOOD COMPREHENSIVE SCHOOL**

Councillor A. Farina-Childs declared a personal interest as a Member of the Governors at Blackwood Comprehensive School, as such there was no requirement for him to leave the meeting.

The Chair welcomed Mr Ravi Pawar (Headteacher Blackwood Comprehensive School) to the meeting.

Mr Pawar introduced his presentation which illustrated how Blackwood Comprehensive School set its targets through the perspective of three pupils who might attend the school. He referred Members to the Key Stage 4 outcomes table and explained the rationale behind the figures and highlighted the need to improve outcomes within the A\*-G category. He confirmed that this indicator features in the school's development plan.

It was noted that the school set global targets at the end of KS3 and KS4 for pupils based on a combination of information including CATs, NNRTs and KS2 teacher assessment. These targets were checked by the partner primary schools and communicated to all pupils and parents at individual meetings held within the first month. The progress made against those targets was then checked 3 times at KS3 and 6 times at KS4 with outcomes fed back to the child and the parents.

Example Pupil 1 – Morgan – was outlined for Members and his expected attainment at KS2 teacher assessment was detailed. It was noted that Morgan's reading scores were close to national average but not secure, reasoning skills again average but basic numeracy would need further support. Having been identified, suitable interventions would be tailored for Morgan's needs to help him achieve the projected targets. At this stage the indications are that Morgan would be aiming mainly for C grades at KS4, however this might change upwards depending on progress.

Example Pupil 2 – Alex – illustrated a different picture. At KS2 teacher assessment reading scores were very strong and well above national standard, numeracy skills were well above average however the application of skills in problem solving would need to be more secure in order to reach the highest levels. At KS4 Alex would be aiming mainly for A\*/A grades but Maths would need to be monitored.

Example Pupil 3 – Jamie – would require very different interventions as an SEN pupil in need of individualised support to improve basic skills. Jamie would make slower progress and at KS4 might need a carefully planned personalised curriculum with a mix of GCSE and non GCSE qualifications.

Mr Pawar summarised the progress check at KS3 for each of the example pupils. Members were advised that lots of assessments would have been undertaken throughout this process. In Morgan's case the KS3 progress check showed areas of strengths and weaknesses, good effort and behaviour grades and level 6 would be within reach and could make B & C grades.

Alex's progress check showed a pupil on target for level 7 but has also identified that art and technology were not a strength and that maths continues to be an issue. Teachers would therefore be monitoring this position carefully.

Jamie's progress check shows his projected attainment as level 4 at the end of KS4 which would see the pupil achieving E grades. Strengths in art and science had been evidenced.

These pupils would then be subject to further data drops to monitor progress and appropriateness of any interventions employed. At this stage targets would be sent to Welsh Government.

The final set of progress checks for pupils FINE grades were then explained and it was noted that each would be broken down into three parts, 1 would mean that this grade would be secure whereas a 3 would highlight a danger that this grade may not be achieved without additional work. Therefore a D3 grade would require planned interventions if the target is to be reached. Members were advised that it is worth bearing in mind that some of the targets set would be aspirational.

Morgan, Alex and Jamie's FINE grade progress check was summarised and possible intervention to secure targets were noted. Members noted the mix of qualifications open to



Jamie which were more suited to his ability range, concentrating on life-skills and vocational choices.

The final predications for each of the example pupils against their final grades was summarised and it was noted that in Alex's case that a secure A in English had seen a B achieved. A result of this nature would trigger a discussion in relation to target setting and evaluation with the subject teacher in order to establish what had happened.

Mr Pawar emphasised the positive impact of targets setting and ongoing assessments. This coupled with the commitment of staff, pupils and parents were securing positive outcomes in terms of education achievement.

In conclusion Members were referred to the mission statement of Blackwood Comprehensive School 'In all that we do we believe that every pupil matters. We value every pupil for what they have tried to achieve, as well as for what they have achieved. We value everybody equally.'

The Chair thanked Mr Pawar for his presentation and Members questions were welcomed.

Members queried the level of support provided to the school by the Local Authority and were advised that Blackwood had a very good Challenge Advisor and complimented the implementation of the EASi system for data entry which had made a positive impact.

Clarification was also sought on the level of parental involvement and if this was maintained long term. Mr Pawar emphasised the importance of getting parents involved very early on as they then tend to stay committed. He confirmed that parents seemed to prefer the 1-2-1 contacts rather than the general parent evening sessions.

A Member expressed concern that this very intensive process would have cost implications for the school and were advised that this formed part of the whole school strategic approach and ethos. Mr Pawar confirmed that this approach was replicated in many schools across the borough.

The Chair thanked Mr Pawar for answering Members questions so fully and for an extremely informative and enjoyable presentation.

## **10. SEWC – REGIONAL TARGET SETTING STRATEGY – UPDATED SEPTEMBER 2017**

Mr Ed Pryce (Principal Challenge Advisor), introduced the report which informed Members of the agreed Regional Target Setting Strategy which would ensure a consistent approach to the setting and agreeing of targets across the region.

Members were referred to section 4.1.1 of the report which detailed the purpose and goals of the strategy. In terms of target setting it had been recognised that individual pupil targets were aspirational and it is likely that not all pupils will achieve their targets, particularly when performance is based on external examinations. Schools, therefore, have the ability to override aggregate targets calculated from the individual pupil targets. This is available to all schools at each key stage.

An overview of the EASi target setting system was illustrated in section 4.1.5 and the Officer confirmed that the system had received a lot of positive feedback with regard to its ease of use.

The Welsh Government requirements were outlined and the targets for each of the key stages was summarised in section 4.29 of the report. Members were asked to note the 2017 timescales which began in July 2017 and ended with the targets finalised and agreed with LA Directors in October 2017.

In terms of best practice in target setting it was noted that schools which set goals for each individual pupil in each year group are those most likely to be ambitious and successful in maximising outcomes for all children.

The role of the Challenge Advisor supporting schools in setting challenging but realistic targets was explained. As was the range of information that they would look at including the school's self-evaluation, historical, progression and comparative data, how the school monitors whether pupils are on track to make expected levels of progress would also be reviewed. The Challenge Advisor would then reach a judgement about the targets and the key improvement priorities necessary to achieve them.

Finally Mr Pryce referred to section 4.6 of the report which detailed the Progress Towards Target information which is currently submitted to the EAS on a termly basis via the EASi system.

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

Clarification was sought as to why data on pupils leaving school without qualifications was no longer collated. Mr Pryce confirmed that Welsh Government changed this requirement as less than 1% of pupils left school without any qualifications however the authority would be aware of these children.

Members queried the accuracy of results against predicted targets and were advised that as many of the targets set will be aspirational there would be a certain level of inaccuracy particularly at a secondary school level. Mr Pryce acknowledged that in all likelihood the recent changes to examinations would give rise to an increased level of inaccuracy, possibly between 5-10%, but this would be a national trend.

In relation to target setting, Members queried what would happen if a school refused to amend a target if it is too low or a target is missed. The Officer confirmed that the authority does have the power to impose a target but the Challenge Advisor would work closely with a school around this to try and find a way forward. If a target is missed then this would be managed through the Sudden Unexplained Dips (SUDs) process and work would be done with the schools and its governors to try find the cause and plan accordingly.

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

RESOLVED that the contents of the report be noted.

## **10. ELECTIVE HOME EDUCATION (EHE)**

Mr Paul Warren (Strategic Lead for Improvement) introduced the report which advised Members of the work that is undertaken to monitor and track pupils whose parents electively home educate.

The Officer confirmed that this was a very challenging area as there is a legal responsibility to ensure the parents right to choose but also a need to secure suitable provision for the child. The difference between EHE and home tuition provided by the Local Authority or education provided by the LA other than in school (EOTAS) was explained. It was noted that the rights of the parent to choose home education was legally guaranteed under Section 7 of the Education Act 1996 and also by Article 2 of Protocol 1 of the European Convention on Human Rights. The Local Authority must therefore work within the confines of the law.

Local Authorities do however have a duty to ensure that the provision is suitable, the definition of 'suitable provision' being that which provides efficient full-time education suitable to age, ability and aptitude to any special education needs. There is no mention of curriculum.

Members were assured that Caerphilly has robust processes in place to monitor and challenge EHE decisions where necessary and a clear policy is in place which provides the framework within which the Authority operates.

The varied reasons for electing for home education were summarised and were noted to include medical, behavioural, bullying and for the most part the parents' philosophical beliefs.

On receiving written notifications from parents, schools must immediately notify the Local Authority. This notification is then forwarded to the Service Manager for EOTAS, the Education Welfare Officer, Link Officer, Admissions Team, Information Advice Assistance Services and SEN team to make the relevant checks. The Education Welfare Officer will work with families but families also have the right to say no to Local Authority involvement. If wider safeguarding concerns are identified a direct referral is made and the Service Manager will decide whether the decision for EHE is to be challenged.

If the Local Authority considers that a suitable education is not being provided then a written report on the findings will be made and parents are given a reasonable opportunity to address the identified concerns. Should this fail then a formal notice or School Attendance Order (SAO) can be issued to parents. It was noted that to date Caerphilly have not been required to evoke the use of a SAO. The visit process was explained and the importance of networking the parents was emphasised. Members were advised that there was a possibility that some children may never have been registered into school and in order to try to capture this data work would need to be done comparing the live birth register with school enrolment. This piece of work is being looked at jointly with other Authorities but is at a very early stage.

Members were advised that there were currently 76 EHE pupils of which 2 were SEN. This number has increased over time and this is in line with national figures.

The Officer confirmed that CCBC were part of a stakeholder working group looking at further guidance on Elective Home Education.

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

Members acknowledged the difficulty facing Officers in terms of engaging parents that opted for home education. Clarification was sought on any support provided to parents such as work-packs or teaching aids. The Officer confirmed that the Specialist Teacher meets with families on an annual basis, as a minimum, but they can request more visits, and they would suggest networks and resources available.

A Member asked how the Local Authority assured the safety of children in terms of tutors employed by parents and for that matter for the tutors entering homes. Mr Warren assured Members that parents were recommended to check that any tutor they use is DBS checked and any safeguarding concerns around the family were usually identified early on, well before the Specialist Teacher attends the home.

Clarification was sought as to why the increase in numbers opting to home educate. Mr Warren confirmed that this was currently being looked at with the help of STRIVE system. The profiles of children are being analysed to help unpick why parents are choosing this route but again this is at a very early stage. It was noted that this software was leading the way and had been established as a model of good practice.

Members queried if parents were able to opt in and out of the educational system at will. The Officer confirmed that this could happen and could be very much dependent on circumstances however parental choice would have to be upheld.

Clarification was sought as to whether any children returned to main-stream education and were advised that this was very rare and usually only at a secondary level.

Members thanked the Officer for this report and request that a copy of the policy be circulated to the committee.

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

RESOLVED that the contents of the report be noted.

## **11. WELSH IN EDUCATION STRATEGIC PLAN 2017-2020**

Ms Sarah Mutch (Early Years Manager) introduced the report which presented the draft Caerphilly Welsh in Education Strategic Plan (WESP) 2017-2020 and sought Members approval prior to its recommendation to Cabinet.

It was explained that the WESP fulfils the Local Authority's duty to monitor and improve standards of Welsh language, educational attainment and directs the appropriate use of the Welsh Education Grant funding.

The WESP depends on Welsh Government funding to deliver the First Ministers programme working towards one million people speaking the Welsh Language by 2050. Members were advised that Welsh Government raised a number of questions as part of the consultation process and they have been addressed within the draft document.

Reference was made to the pre-school provision and the way in which the WESP looked specifically at early years. Amendments had been made in relation to childcare in order to bring the document in line with the new Childcare Offer being developed across Wales. The need to ensure there is sufficient Welsh medium provision to meet the needs of working families would be challenge going forward.

The links with the 21st Century Band B proposals were summarised and the challenges that this would present in the long term. Part of these proposals would be the identification of demand across the borough and linking future developments holistically with child care funding in order to ensure the retention of facilities.

The need to improve transfer rates from Welsh medium nursery to primary schools also formed part of the revised WESP and is one of the key areas for development by the regional Early Years Task Group. Welsh medium post-16 opportunities was also highlighted by Welsh Government and the Officer explained the collaborative links between Ysgol Gyfun Cwm Rhymni and Coleg y Cymoedd and that additional information had been added from Coleg y Cymoedd for this academic year to widen the range of modules taught through the medium of Welsh.

In conclusion Ms Mutch confirmed that the regional approach of the WESP integrated Flying Start provision or Clychoedd Meithrin with their local primary schools and clustering primary school provision with the secondary school as well as linking with the voluntary sector through Mudiad Meithrin, Menter Iaith and Urdd Gobaith Cymru which would aid integration of provision and maximise the resources available.

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

Clarification was sought in relation to the Wellbeing Goals specifically how the WESP would contribute to a more prosperous Wales. The Officer confirmed that Welsh medium provision particularly in the childcare environment was a growth area, as was the delivery of support,

translation and understanding of Welsh. Increased job opportunities and better job prospects generated through the provision of the WESP would therefore lead to a more prosperous Wales.

A Member queried the 21st Century Band B proposals and if funds would be available within areas where Welsh medium provision is desperately needed. The Officer confirmed that there was a long list of proposals under the 21st Century Schools programme which Members would be considering shortly and this list would contain a number of priorities including Welsh provision. In terms of additional money there were no specifics at this stage however it was anticipated that this would be around the expansion of already existing places rather than brand new provision.

Concerns were expressed that the vision for the Welsh language needed to be reimagined in order to create a better mind set and must be more focused on practical usage, to ensure the ownership of the language in terms of belonging and value rather than grants and money and must take a more positive step-up.

The Officer agreed and noted that parents who do not speak Welsh often voice reservation about enrolling children in Welsh medium education because of this. These parents were often unaware of the opportunities and assistance available to learn Welsh. The efforts being made to encourage involvement in the language were summarised and it was agreed that the responsibility for the one million speakers cannot just lie with Welsh medium education but with an overall increase in confidence in the language.

Clarification was sought on the nature of the Regional Task Group. Members were advised that the Group shared good practice and worked to link provision on a regional basis. The Group also supported in the delivery of qualifications through Welsh or other education provision in Welsh for example ALN.

The Chair thanked the Officer for answering Members questions so fully and for her report.

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

RECOMMENDED that: -

- (i) the final draft Welsh in Education Strategic Plan 2017-20 be noted:
- (ii) Cabinet approve the Welsh in Education Strategic Plan 2017-20.

The meeting closed 19:55 pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 9th January 2018 they were signed by the Chair.

---

CHAIR

This page is intentionally left blank



## **SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE**

**MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH ON THURSDAY, 7TH DECEMBER 2017 AT 5.30 P.M.**

---

PRESENT:

Councillor W. David - Chair

Councillors:

A. Collis, S. Cook, A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, Mrs B. Miles, Mrs T. Parry, R. Whiting

Cabinet Member:

P. Marsden (Cabinet Member for Education and Achievement)

Co-opted Members:

Mr D. Davies (Caerphilly Governors Association), Mrs J. Havard (NUT), Mr R. Morgan (Parent Governor)

Together with:

K. Cole (Chief Education Officer), S. Harris (Interim Head of Corporate Finance), S. Richards (Interim Head of Planning, Strategy and Resources), S. Ellis (Lead for Inclusion and ALN), G.H. Evans (Senior Manager Libraries), J. Southcombe (Finance Manager – Education and Lifelong Learning and Schools), L. Thomas (Acting Senior Manager Libraries), C. Forbes-Thompson (Interim Head of Democratic Services) and R. Barrett (Committee Services Officer)

### **1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors Mrs C. Andrews, J. Bevan, P.J. Bevan, Mrs G. D. Oliver, J.E. Roberts, and R. Saralis, together with Mr M. Barry (Parent Governor) and Mr M. Western (Cardiff ROC Archdiocesan).

### **2. DECLARATIONS OF INTEREST**

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

## REPORTS OF OFFICERS

Consideration was given to the following reports.

### 3. DRAFT BUDGET PROPOSALS FOR 2018/19

The report, which was presented to Cabinet on 15th November 2017, provided Members with details of draft budget proposals and draft savings proposals for the 2018/19 financial year, to allow for a period of consultation prior to a final decision in February 2018.

Members noted the headline issues in the WG Provisional 2018/19 Local Government Financial Settlement and the details of the draft budget proposals for 2018/19. The report detailed Whole Authority Cost Pressures (£8.867m), together with Inescapable Service Pressures and Other Service Commitments (£2.310m) and a 1% reduction in Welsh Government Funding equating to £2.965m for 2018/19. Additionally, the report outlined draft savings proposals for 2018/19 (£7.205m) and a proposed Council Tax Uplift of 4.52% (£2.999m) which will ensure that a balanced budget is deliverable for 2018/19. The draft budget proposals assume no growth for schools in 2018/19, and as there is no requirement in the Provisional Settlement to protect schools, they will be required to manage their own pay and non-inflationary increases in 2018/19 along with other emerging cost pressures.

The report outlined the financial pressures placed on service areas, in particular Social Services, arising from fee increases for external care providers and further demand in both Adult and Children's Services. As a result, the report proposed that a further £1.5m be allocated in the 2018/19 budget to meet these ongoing financial pressures. Members were also referred to the report appendices which summarised the savings proposals by Directorate/Service Area, together with the savings proposals that are likely to have an impact on the public. £4.682m of the proposed £7.205m savings are 'nil impact', consisting of vacancy management, budget realignment and minor changes to service provision.

Members were reminded of the Medium-Term Financial Plan presented to Council in February 2017, which showed a potential savings requirement of £22.161m for the three-year period 2019/20 to 2021/22, and assumed a cash flat position in terms of the WG Financial Settlement for each of these years. WG has now provided an all-Wales indicative reduction in Aggregate External Finance of minus 1.5% for 2019/20, which would increase the Council's savings requirement by a further £3.984m for 2019/20 alone. If this was replicated in 2020/21 and 2021/22 then further savings of £7.789m would be required. This would result in a total savings requirement of circa £34m for the three-year period 2019/20 to 2021/22 and presents further challenges moving forward in regards to the Authority's Medium-Term Financial Plan.

It was explained that the indicative reduction of 1.5% is being reviewed by WG following the Chancellor's Autumn Budget Statement and the Final 2018/19 Local Government Financial Settlement, due to be issued on the 20<sup>th</sup> December 2017, may include a revised indicative figure for 2019/20. An updated Medium-Term Financial Plan covering the period 2018/19 to 2022/23 will be presented to both Cabinet and Council in February 2018.

The Scrutiny Committee were invited to consider and comment on the Draft Savings Proposals for 2018/19.

A Member referred to the 1.8% increase (£1.973m) in the Aggregate External Finance as detailed in the report and queried how this equated to a net cash reduction of 1% (£2.965m) compared to 2017/18. Officers provided a further explanation of how the transfer in of specific grants and new responsibilities and changes to other passported grants has resulted in this overall cash reduction.

In response to discussion regarding the proposed Council Tax Uplift of 4.52%, Officers explained that each 1% equates to a value of around £0.5m and that should Members be minded to reduce the level of the proposed uplift, this would lead to the Authority having to find an additional £0.5m in savings elsewhere for each 1% reduction.



Clarification was sought on the details of the Private Finance Initiative (PFI) review included in the 2018/19 inescapable service commitments/pressures and the anticipated shortfall of £22m for the Schools PFI Sinking Fund. Officers explained that this review is ongoing and at its conclusion a detailed report will be prepared confirming the specific reasons for the anticipated shortfall. In response to a Member's query, it was explained that the £22m is a cumulative figure for the remaining life of the PFI contracts. A query was also received regarding the changes in the payment profile for the Schools PFI Sinking Fund, which has led to the projected interest on balances being circa £7.1m less than originally anticipated. Officers explained that the changes to the payment profile reflect actual payments made to date against those that were anticipated at the outset. This has resulted in balances being lower than originally projected which has impacted on investment income.

It was confirmed that the minutes from the Special Scrutiny Committee meetings, incorporating the views and comments of Members on the draft budget proposals, would be appended to the final 2018/19 budget report being presented to both Cabinet and Council in February 2018. Members were also advised that a Members' Seminar is in the process of being arranged for January 2018 to enable all Members to be briefed on the Final 2018/19 Local Government Financial Settlement and to provide a further opportunity for views to be expressed and shared and for questions to be raised.

Having fully considered the report, Members unanimously agreed that the details of the draft budget proposals for 2018/19 be noted.

#### **4. MEDIUM TERM FINANCIAL PLAN – SAVINGS PROPOSALS FOR 2018/19**

Consideration was given to the report, which provided details of the Education Directorate's 2018/19 savings proposals to support the Authority's Medium Term Financial Plan, and sought the views of the Scrutiny Committee on the range of these proposals. Members' support was also sought regarding a future report to Cabinet, on the use of £830k of Local Management of Schools (LMS) contingency balances towards the maintenance of school buildings for a period of 3 years.

It was explained that the proposed savings of £1.381m have been split into those with nil direct public impact and those with a low or medium public impact. The nil impact savings (£802k) consist mainly of vacancy management, budget realignment and minor changes to service provision, and the remaining savings proposals (£579k) will impact on the public to varying degrees. Officers summarised each of the public impact proposed savings as follows, with further details contained in the report:-

1. Library Book Fund Reduction £25k (Public Impact: Low);
2. Maintenance of School Buildings - 50/50 Funding with Schools £333k (Public Impact: Medium);
3. SPLD Teachers Team (Specific Learning Difficulties) – Removal of Vacant Posts - £66k (Public Impact: Medium);
4. School Improvement Initiatives – Budget Reduction - £120k (Public Impact: Medium);
5. Libraries – Removal of Newspapers and Reduction in Online Subscriptions - £20k (Public Impact: Medium);
6. Youth Service – Reduction in Contribution to GAVO for Holiday Scheme Co-Ordinator - £15k (Public Impact: Medium).

Members were also referred to the report appendices which contained an equalities impact assessments for each of the 2018/19 savings proposals that are expected to have an impact on the public.

In view of the proposals in relation to School Improvement Initiatives and the Maintenance of School Buildings (50/50 Funding), discussion took place regarding the current condition of school buildings. Officers explained that the overall condition of buildings are mixed but that

building surveys are currently underway which will provide an updated overview of the situation when completed. Clarification was sought on the type of emergency situations that could allow funding to be accessed from reserves. Officers explained that in addition to the 50/50 project, the Council has alternative funds to deal with emergency works such as boiler repairs/replacements. It was explained that although there is insufficient funding to bring school buildings up to Category A or B standard, the Council is managing well in regards to maintenance requirements and will continue to prioritise areas such as fire risk and health and safety works.

Concerns were raised regarding the removal of the budget for the Maintenance of School Buildings (50/50 Funding), given that the utilisation of £830k of LMS contingency balances towards the maintenance of school buildings is only for a period of 3 years and there may be no alternative funding once this period has lapsed. Members expressed a need for continued investment and improvement across all existing schools in order to provide a suitable learning and teaching environment. It was also suggested that it might have been beneficial to seek Cabinet approval for this proposal ahead of it being presented to the Scrutiny Committee, in order to reassure Members that this funding has been secured. Officers explained that this proposal will form part of the recommendations within the Medium Term Financial Plan report being presented to Cabinet and Council in February 2018.

A Member also queried whether there were sufficient funds in the LMS contingency balances to allow their use towards the maintenance of school buildings. Officers explained that these balances are currently in the region of £2m, which have accrued over a number of years, and have not been accessed on a regular basis to date. Therefore a sizeable balance would still remain if a portion of this funding were to be utilised for school maintenance, and Officers will give further examination to its use over the next few years.

Queries were received in respect of the proposal to remove vacant posts from the SPLD Team. A Member queried the number of children supported by the team, and Officers explained that they did not have this information to hand but could arrange to circulate details to Members following the meeting. It was confirmed that the Council have been able to build up a large team of staff to provide early intervention in such cases, and assurances were given that the team have adequate staffing levels in place to cover all statutory requirements.

The Member queried the waiting time for cases to be dealt with (from when first identified by the school). Officers explained that there is no waiting list due to the way these are allocated, but that timescales can vary depending on how the school prioritises such cases and that regular meetings are held between schools and the local authority to ensure that they are receiving the necessary support. The same Member also queried the impact of the behaviour by children (who are supported by SPLD) upon other children in the school. Officers explained that work is ongoing across local authorities in relation to how schools manage such cases, and that the Council places a focus on assessing the impact across a number of other areas, in addition to Specific Learning Difficulties. Officers confirmed that they would arrange to circulate further information to the Scrutiny Committee in regards to the queries raised by the Member. Members were also reminded of the need to protect statutory elements of Learning, Education and Inclusion and of the Council's excellent track record in relation to pupil intervention. It was explained that moving forward, a forum will be arranged between schools and the Authority to provide an avenue for teachers of pupils with Additional Learning Needs.

A Member queried why the proposal to remove vacant SPLD posts had been classed as a medium impact, given that there are no consequences anticipated for children/young people with the most complex needs. Officers explained that this is because schools have become accustomed to the support provided by the discretionary element of the service and there could be an impact on this support if there were a significant increase in the number of referrals.

Discussion took place regarding the savings proposals in relation to libraries and concerns were raised that the proposal to reduce the Library Book Fund might have an impact in relation to the upholding of Welsh Language Standards. Officers explained that the Council have access to a wide range of resources through other avenues such as the shared "Books4U" scheme and that they did not anticipate this proposal would have a significant impact on the provision of Welsh language materials. Members were also advised that Library Services currently purchase every book title that is produced in the Welsh Language. In addition, Officers explained that the Council would be able to approach establishments such as the British National Library for hard-to-find books if these could not be sourced via the normal routes.

Members expressed their disappointment regarding the proposed removal of hard copy newspapers from libraries. Officers acknowledged the strength of feeling against this proposal but reiterated the need for savings to be made, and emphasised that most publications are available in online form and can be accessed via the computers located in all Council libraries. It was confirmed that library staff will be on hand to help users access this online content and there will be a two month transitional period prior to the withdrawal of the hard copies whereby library users will be encouraged to use the online resources. In addition, the Council runs a number of schemes across its libraries (such as Digital Fridays) to help users develop their computer skills. The Council are also in discussion with a national free daily newspaper to determine whether they can supply copies of their publication to libraries.

In closing, the Cabinet Member for Education referred to the difficult decisions that needed to be made at the present time and in the near future regarding the savings proposals. She also requested that her thanks to the presenting Officers be placed on record for the professional way in which they had prepared the proposals.

Following consideration of the proposals in the report, it was moved that recommendation 10.1 be amended, in that the removal of vacant posts within the SPLD team and the budget reduction for School Improvement Initiatives be not supported. This motion was not seconded.

In taking both of the recommendations separately, with regard to recommendation 10.1, it was agreed that the proposals detailed in the report be supported. By a show of hands (and in noting there was 1 against and 1 abstention), this was agreed by the majority present.

A Member queried the feasibility of increasing the proposed level of funding for the LMS contingency balances (from £830k to £999k) and Officers expressed the need for caution in this area in view of the potential financial uncertainty in future years. The Member then moved an amendment to recommendation 10.2 of the report, in that the proposed level of funding for the LMS contingency balances be increased from £830k to £999k. This motion was not seconded.

It was moved and seconded that recommendation 10.2 of the report (the use of £830k of LMS contingency balances towards the maintenance of school buildings for a period of 3 years) be supported. By a show of hands (and in noting there were 2 abstentions), this was agreed by the majority present.

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

- (i) the draft savings proposals for 2018/19 for the Education Directorate be supported;
- (ii) proposals for the use of £830k of LMS contingency balances towards the maintenance of school buildings for a period of 3 years be supported and a report be presented to Cabinet accordingly.

The meeting closed at 6.44 p.m.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 9th January 2018, they were signed by the Chair.

---

CHAIR



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – TUESDAY 9TH JANUARY 2018

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

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

---

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

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

### **2. SUMMARY**

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

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

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

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

### **4. THE REPORT**

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 7th November 2017.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Forward Work Programme is attached at Appendix 2.

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

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

## **6. EQUALITIES IMPLICATIONS**

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

## **7. FINANCIAL IMPLICATIONS**

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

## **8. PERSONNEL IMPLICATIONS**

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

## **9. CONSULTATIONS**

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

## **10. RECOMMENDATIONS**

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

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

11.1 To improve the operation of scrutiny.

## **12. STATUTORY POWER**

12.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services

Consultees: Gail Williams, Interim Head of Legal Services and Monitoring Officer  
Keri Cole, Chief Education Officer

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.

Appendix 2 Cabinet Work Programme.

<b>Education for Life Scrutiny Committee Forward Work Programme – January 2018- July 2018</b>			
<b>Meeting Date: 9th January 2018</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Junior and Youth Forum Priorities	The Youth Forum will present their priorities following their conference. They will explain how they think Members can give support.		Representation from the Junior and Youth Forum
Behaviour Strategy	To provide an overview of the proposed new structure and rationale for managing behaviour more effectively across Caerphilly Schools		Keri Cole Sue Richards
Attendance	To update Members on the most recent statistical releases and outline current position in comparative terms		Keri Cole Sue Richards
LA Inspection Framework Update	To provide members with an update on the LA Inspection Framework		Keri Cole Sue Richards

<b>Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018</b>			
<b>Meeting Date: 26th February 2018</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Performance – Key Stage 4 and 5 – 2017	To outline the LA's performance in all key indicators at KS4 and 5 from 2017.		Invite Secondary Phase Head Teacher
Education Capital	Consider recommendations for the allocation of resources for the 2018/19 financial year. To be considered by Cabinet	Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2018-19 Education capital programme.	
EAS Business Plan	To update Members on the progress within the EAS Business Plan.		Representatives from the EAS
21st Century Schools	To update Members on the outcomes from the cross-party working group in terms of the Band B proposals		Sue Richards



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

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

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

<b>Meeting Date: to be confirmed</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>

## Cabinet Forward Work Programme

### Appendix 2

31ST JANUARY 2018	Key Issues	Service Area
Annual Equalities Report 2016-2017		Public Protection
Update on Reserves	To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.	Corporate Finance
Land at Plasturtwyn Terrace, Llanbradach	To seek members' instructions in relation to the disposal of the land, which has been declared surplus. The options are 1. To negotiate a disposal directly with the zoned Housing Association partner, in which case affordable housing could be up to 100% or 2. To put the site on the market with a view to achieving a capital receipt, with affordable housing limited to a maximum of 40%	Property Services
Fixed Penalty Notices for flytipping	To seek Cabinet approval for a fixed penalty amount for flytipping offences following the introduction of the Unauthorised Deposit of Waste (Fixed Penalties) (Wales) Regulations 2017.	Public Protection
Disposal of land at Bargoed Development Plateau to Marstons PLC	To seek approval in principle to the disposal of Council owned land at Bargoed Development Plateau to Marstons PLC to facilitate development of a pub/restaurant. To authorise the Interim Head of Property Services to negotiate with Marstons PLC to agree the detailed terms and conditions of the disposal and with WG in order to satisfy the conditions of the WG Land Reclamation Grant that part funded the construction costs of the Bargoed Development Plateau.	Economic Development
Housing Rent Increase		Housing
ERDF 4.4 Funding Opportunities – The Lawn Industrial Estate Rhymney and T.D. Nelson.	The report advocates identifying the Lawn Industrial Estate and Ty Du Nelson as the Council's primary focus for ERDF Programme measure 4.4 and seeks to identify the required levels of match funding to allow the projects to progress. It also advocates agreeing in principle entering into a Joint Working/Development Agreement with Welsh Government at Ty Du based on the received draft Heads of Terms.	Economic Development
Car Salary Sacrifice Scheme	To advise Cabinet of the implications of HMRC changes in relation to the treatment of tax and national insurance for the Car Salary Sacrifice Scheme and to make appropriate recommendations on the future of the Scheme.	Human Resources

## Cabinet Forward Work Programme

### Appendix 2

Corporate Risk Register	To provide an update of the Corporate Risk Register in accordance with the Council's Risk Management Strategy. The updated Corporate Risk Register (CRR) is presented to Audit Committee so there is opportunity for the Committee to satisfy itself that appropriate arrangements are in place for the council's risk management processes to be regularly and robustly monitored and scrutinised	Public Protection
Amendments to Authorisation of Officers within the Public Protection Division	The report will inform Cabinet of the introduction of the Public Health (Wales) Act 2017 and ask for the authorisation of officers under the Act. The report will also seek a recommendation from Cabinet to Council that the Act be added to the Council's Constitution.	Public Protection

<b>14TH FEBRUARY 2018</b>	<b>Key Issues</b>	<b>Service Area</b>
Budget Proposals 2018/19 and Medium-Term Financial Strategy 2018/2023	To seek Cabinet endorsement of the 2018/19 budget proposals contained within this report prior to final determination at Council on the 20th February 2018.	Corporate Finance
Business Improvement Programme	To provide Cabinet with an overview of the Business Improvement Portfolio Board aims and objectives; the programmes/projects which sit within its remit and associated timelines for delivery, and the programme/project management arrangements in place and interfaces with existing governance requirements	Communities
Control of Hand Arm Vibration at Work Policy <b>Polisi Rheoli Dirgryniad Llaw Braich yn y Gwaith</b>	Cabinet approval is sought for the Policy which details the roles and responsibilities at all levels for the control of vibration.	Health and Safety
Electrical Safety Policy	The purpose of this report is to seek Committee Members approval for the draft policy for Electrical Safety prior to the report being referred to Cabinet for consideration.	Health and Safety

<b>28TH FEBRUARY 2018</b>	<b>Key Issues</b>	<b>Service Area</b>
CCBC Corporate Plan	The Corporate Plan sets out the Council's Priorities. The Local Government Measure 2009 requires all local authorities in Wales to set and publish a set of priorities as is 'practicably possible' in the new financial year. The introduction of	Public Protection

## Cabinet Forward Work Programme

### Appendix 2

	the Well-being of Future Generations (Wales) Act 2015 (WBFGA) also places a legal requirement for public bodies to set and publish 'Well-being Objectives' and publish by a specific date of no later than 31st March 2018.	
--	---	--

<b>28TH MARCH 2018</b>	<b>Key Issues</b>	<b>Service Area</b>
The Gwent VAWDASV Strategy	To seek Cabinet approval for the Regional Gwent Violence Against Women, Sexual Violence, & Domestic Abuse Strategy 2017-22. The purpose of this strategy is to set out the regional integrated approach to stop violence against women, domestic abuse and sexual violence, to improve the health and well-being of individuals and families affected by abuse and hold to account those who perpetrate such abuse.	Public Protection
AS Business Plan		Education

<b>30TH MAY 2018</b>	<b>Key Issues</b>	<b>Service Area</b>
Sheltered Housing Schemes – Eastern Valleys Area Remodelling	To provide members with proposals for remodelling a small number of sheltered housing schemes in the eastern valley, in order for members to consider a number of options which may include improvements, remodelling, alternative use and possibly demolition.	Housing
Affordable Homes New Build Proposals	To confirm the new build Council Housing programme, including the preferred delivery option in order for the Council to utilise the Affordable Housing Grant funding that has been allocated to CCBC.	Housing

<b>19TH JULY 2018</b>	<b>Key Issues</b>	<b>Service Area</b>
Corporate Risk Register	To provide an update of the Corporate Risk Register in accordance with the Council's Risk Management Strategy. The updated Corporate Risk Register (CRR) is presented to Audit Committee so there is opportunity for the Committee to satisfy itself that appropriate arrangements are in place for the council's risk management processes to be regularly and robustly monitored and scrutinised.	Public Protection



## Cabinet Forward Work Programme

Appendix 2





## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018**

**SUBJECT: JUNIOR AND YOUTH FORUM PRIORITIES**

**REPORT BY: CHIEF EDUCATION OFFICER**

---

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

- 1.1 To inform Members of issues raised by Children & Young People via the Youth Service's Junior and Youth Fora. The report is seeking the views of Members prior to its presentation to Cabinet.

### **2. SUMMARY**

- 2.1 Following the Youth Forum Conference in October 2017 and the Junior Forum meeting in November 2017, Children & Young People have identified issues important to them and have voted on Priority Issues for 2018.
- 2.2 The previously agreed process that follows the identification of issues has been as follows:
- Presentation of issues to SMT for information.
  - Young People present Junior Forum issues to Cabinet for information only and to request support in addressing the Youth Forum priority.
  - Young People to present issues to relevant scrutiny groups for information.
  - Young People to present issues to the Public Service Board for information.
  - Issues are presented directly by Young People.
  - Young People form a Project Group that meets weekly to address the Youth Forum priority issue, working directly with Officers and Members as appropriate on a range of initiatives intended to have a positive impact on the issue. This work continues until September 2018, with the process re-starting in October.

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

- 3.1 The Local Participation Action Plan 2013.
- 3.2 The Caerphilly County Borough Single Integrated Plan 2013-2017(SIP) with particular reference to the LSB Citizen Engagement Strategy 2013.
- 3.3 The United Nations Convention on the Rights of the Child and Welsh Government Extending Entitlement Guidance.
- 3.4 Involvement of children and young people in decision making contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales – Engaging young people in decision making and associated rights-based participative activity enables skills development and access to a variety of experiences which assists on a pathway to further education and employment.*
- *A more equal Wales – Involvement within the Fora aims to give all children and young people access to having a voice and being informed of their rights, regardless of background or circumstance.*
- *A Wales of cohesive communities – Much of the participative outreach related activity has been delivered in community based locations, aiming to connect communities of young people to local decision-making.*
- *A globally responsible Wales – Youth Forum related activity embraces the rights-based agenda with national and European activity, with links to the National Assembly for Wales, the UK Youth Parliament and the European Youth Parliament, enabling local young people to contribute to and influence global issues.*

3.5 The PSB Communication & Engagement Strategy, of which adheres to the National Principles of Engagement and the National Participation Standards for Children and Young People.

## 4. THE REPORT

### 4.1 Introduction

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

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

Following the Conference, an overall priority is voted for by Young People representing the Youth Service, Schools and Youth Support Services. The issues, as voted for by 1491 young people in a post - conference consultation for 2018 are:

#### Youth Forum Issues:

##### 54% Safer Caerphilly – **Overall Priority Issue**

Bullying – Increase peoples understanding of what is classed as bullying and help people to understand how to deal with bullying.

##### 16% Learning Caerphilly

Life Skills – We need a curriculum to prepare us for life.

##### 12% Healthier Caerphilly

Sexual Health – Improve young people's access to sexual health services.

##### 12% Prosperous Caerphilly

Housing – Affordable housing for young people leaving home.

##### 6% Greener Caerphilly

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

- 4.1.3 The Junior Forum representatives identified a priority within each Forum theme, raised via consultation and then voted for as the overall priority. The issues voted for by 98 children are:

Junior Forum Issues:

39% Prosperous Caerphilly – **Overall Priority Issue**

Homelessness - More support is needed for homeless people.

33% Safer Caerphilly

Drugs - Too many people use drugs, education needs to start at an earlier age.

18% Healthier Caerphilly

Smoking – People need to stop smoking and vaping around children.

8% Learning Caerphilly

Bullying – Bullying has a negative impact on children’s learning.

2% Greener Caerphilly

Green Spaces – Increase green spaces for outdoor play.

- 4.2 The Youth Forum will attend Education Scrutiny Committee on 9th January 2018. To present on the issues and outline the plans to address the Priority Issue, and wish to proceed with attendance at Cabinet to seek support in addressing the priority issue.

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

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act by working with children and young people (and supporting other service providers to work with children and young people) to impact on decision making for short term and long term needs. By listening to the voices of children and young people, service providers are better able to respond to needs, better able to identify and understand problems as experienced by our citizens and thus better able to shape services in the future in a more effective responsive way.
- 5.2 Involving children and young people in decision making at all levels fosters a culture of expectation and responsibility, strengthened by increasing their knowledge and understanding in Children’s Rights.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 This report is for information purposes only, so the council’s full Equalities Impact Assessment process does not need to be applied.
- 6.2 The participative activity that has taken place throughout 2017 has benefitted many different groups in the community with many children and young people having been recipients of engagement activity, rights-based education and informed service delivery.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no financial implications in this report.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications in this report.

## **9. CONSULTATIONS**

9.1 All responses from consultations have been incorporated in the report.

## **10. RECOMMENDATIONS**

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

10.2 That Education Scrutiny Committee considers how to support the Youth Forum in addressing their Priority Issue of Bullying.

10.3 That Education Scrutiny Committee considers how to support the Junior Forum in addressing their Priority Issue in supporting homelessness.

10.4 Education Scrutiny Committee to have due regard to issues raised within this report by Children and Young People when making decisions which impact upon their lives.

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

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

## **12. STATUTORY POWER**

12.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

Author: Clare Jones, Youth Forum Coordinator Email: jonescl1@caerphilly.gov.uk  
Consultees: Directorate Senior Management Team  
Cllr Philippa Marsden, Cabinet Member, Education and Achievement  
Cllr Wynne David, Chair of Education Scrutiny Committee  
Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee  
Corporate Management Team  
Paul O'Neill - Senior Youth Service Manager  
Clare Ewings, Participation & Inclusion Manager  
Ros Roberts, Corporate Performance Management  
Anwen Cullinane, Senior Policy Officer – Equalities and Welsh Language  
Richard Harris, Internal Audit Manager



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

**SUBJECT: CAERPHILLY BEHAVIOUR MODEL AND PROVISION**

**REPORT BY: CHIEF EDUCATION OFFICER**

---

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

- 1.1 The purpose of this report is to update and inform Members of the work that has been undertaken thus far to review the current provision and model across Caerphilly and the emerging outcomes.

### **2. SUMMARY**

- 2.1 The report describes the actions taken to ensure Caerphilly has proposals informed by a range of stakeholders to provide a fit for purpose behaviour model / continuum of provision for Caerphilly learners.

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

- 3.1 Exclusion from Schools and Pupil Referral Units Guidance 2015
- 3.2 SEN and Inclusion Strategy
- 3.3 SEN Code of Practice for Wales (2002)
- 3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
- A prosperous Wales as this is centred on developing a skilled and well educated population;
  - a healthier Wales as this is concerned with maximising peoples physical and well-being;
  - a more equal Wales, this is focusing on enabling people to fulfil their potential no matter what their background or circumstances are.

### **4. THE REPORT**

- 4.1 The Local Authority is committed to meeting the needs of all learners within an inclusive whole-school approach, including those learners who at some point may require a greater support than the majority of their peers.
- 4.2 All learners should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

- 4.3 To ensure all learners have access to an appropriate education the Local Authority has engaged with a range of stakeholder to review the current behaviour provision. These include primary and secondary Head teachers, staff based in current behaviour provisions and Education Other Than At School (EOTAS) staff.
- 4.4 Pupil data has been used to inform the profile of learner needs across the whole age range and identify where there are current gaps in provision or a need to increase capacity to meet identified needs.
- 4.5 Current provision ranges from Nurture provision in Foundation phase to the Pupil Referral Unit (PRU) which manages the needs of learners until the end of Year 8.
- 4.6 Learners needs from primary to secondary may currently be met across a variety of Education Other Than at School (EOTAS) provisions. Some of these provisions are via a procured service and have high cost implications.
- 4.7 As part of the stakeholder group meetings the behaviour model proposed has considered the continuum of behaviour needs across Caerphilly, including those learners attending EOTAS provisions. It has been recognised that a graduated response across a range of cost effective in house provisions is a more sustainable and preferred option.
- 4.8 The main outcomes of the stakeholder group's meetings have identified several key recommendations.
- 4.9 These include:
- develop a hub and spoke model for the behaviour continuum of need;
  - provisions will be in line with a clear graduated response to learner need. Provisions will have clear entry and exit criteria which is shared with all schools to promote shared ownership;
  - the model will allow for a more consistent approach across behaviour with an opportunity to have a more flexible range of provisions and curriculum on offer;
  - provide an effective outreach service within the model design;
  - increase the current Pupil Referral Unit capacity and extend to the end of Key Stage 4;
  - increase the in house Innovate project to offer placements from Key Stage 2 to Key Stage 4;
  - increase the capacity to provide in-house EOTAS provision;
  - reduce the need for external providers to support Caerphilly learners on a full time basis;
  - consider the functions of the Behaviour Support Service and how this is aligned to support the model;
  - realign the budget for EOTAS and behaviour provision in line with the new model;
  - continue to and enhance joint working with the Youth Service providing a more holistic approach to managing learners with identified behavioural needs.

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

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.
- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to support and work with schools to promote a common moral purpose in managing a spectrum of learners' behavioural needs. Promote early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable behaviour model.

- Prevention – Implementing effective early intervention strategies and support working collaboratively with schools, and all other service providers will reduce the need for more intensive interventions later in learners’ educational pathways. This will be balanced against having effective identification systems and referral routes identified to support learners during their educational journey.
- Integration – The behaviour and wellbeing of all Caerphilly learners leads to a more prosperous and healthy adult population. Consideration has been made to the content of this update report to ensure there is no negative impact on the goals of another public body.
- Collaboration - Working collaboratively with other service providers such as health, social and youth services provides a more cohesive approach to managing the behavioural needs identified within the education system.
- Involvement – All stakeholders need to be full participants in this behavioural model development to support and challenge and enhance the development itself. This will be at a local, regional and national level. This approach will lead to increased outcomes for all learners as they progress into adult hood and become meaningful contributors to living and working Caerphilly

## **6. EQUALITIES IMPLICATIONS**

- 6.1 Council’s full Equalities Impact Assessment (EIA) process is adhered to at all times.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no direct financial consequences from this update report.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no direct personnel implications from this update report.

## **9. CONSULTATIONS**

- 9.1 The report reflects the views of consultees.

## **10. RECOMMENDATIONS**

- 10.1 Scrutiny to note the recommendations Members are asked to note the content of the report. Members are asked to support this report progressing to Cabinet.

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

- 11.1 Response to an identified need to have an effective behaviour model and provisions which is fit for purpose and value for money.

## **12. STATUTORY POWER**

- 12.1 Well-being of Future Generations (Wales) Act 2015.  
Education Act 1996.  
Equality Act 2010.  
United Nations Convention On The Rights Of The Child.  
Inclusion and Pupil Support Guidance Welsh Government 2016.

Author Andrea Davies, Service Manager for EOTAS & Behaviour,  
[davia34@caerphilly.gov.uk](mailto:davia34@caerphilly.gov.uk)

Consultees:  
Directorate Senior Management Team  
Cllr Philippa Marsden, Cabinet Member, Education and Achievement  
Cllr Wynne David, Chair of Education Scrutiny Committee  
Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee  
Christina HARRY, Interim Chief Executive  
Dave Street, Corporate Director Social Services  
Gareth Jenkins, Assistant Director Children Services  
Paul O'Neill Senior Youth Service Manager  
Ros Roberts, Corporate Performance Management  
Anwen Cullinane, Senior Policy Officer – Equalities and Welsh Language  
Richard Harris, Internal Audit Manager  
Julie Wood, Principle Challenge Adviser Education Achievement Service





## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

**SUBJECT: IMPROVING SCHOOL ATTENDANCE**

**REPORT BY: CHIEF EDUCATION OFFICER**

---

### 1. PURPOSE OF REPORT

- 1.1 To inform Members of the progress being made in improving attendance in schools within the borough.

### 2. SUMMARY

- 2.1 The information contained in the National Statistics First Release *Absenteeism from Secondary Schools in Wales, 2016/17*, published as SFR 97/2017 and *Absenteeism from Primary Schools in Wales, 2016/17*, published as SFR 183/2017, gives a national overview of school attendance and absence rates - (to view data please refer to [www.statswales.gov.uk](http://www.statswales.gov.uk)).
- 2.2 During the academic year 2016/17 there was an decrease of 0.1% in secondary school attendance in comparison with 2015/6; the primary school attendance data has stayed the same as the previous year.
- 2.3 There remains evidence of a strong correlation between poor attendance and those children and young people eligible for Free School Meals (FSM) as indicated in the Secondary School Statistical release.

### 3. LINKS TO STRATEGY

- 3.1 The new Caerphilly Attendance strategy will contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales* – The Attendance Strategy aims to ensure that schools and education providers support children and young people to develop their level of attainment and skills through robust processes that relate to improving attendance rates. This contributes to reducing the number of young people that become NEET (not in education employment or training);
  - *A resilient Wales* – this is not specifically mentioned within the Attendance Strategy; however, schools will build eco schools into their curriculum;
  - *A healthier Wales* – The Attendance Strategy supports schools and education providers to embed good practice across the settings in relation to understanding factors that contribute to poor attendance and developing mental wellbeing. The Welsh Network of Healthy Schools Scheme is embedded into practice in primary and secondary schools;

- *A more equal Wales* – The Attendance Strategy supports schools and other education providers to embed good practice, ensuring that young people can fulfil their potential regardless of circumstances; this includes strategies to reduce the impact of poverty on children and young people through various closing the gap initiatives;
- *A Wales of cohesive communities* – The Attendance Strategy promotes positive attendance and wellbeing which links to the development of safe communities;
- *A Wales of vibrant culture and thriving Welsh language* – this is not specifically mentioned within the Attendance Strategy;
- *A globally responsible Wales* – The aim of the Attendance Strategy is to ensure there is a focus on wellbeing and that this is embedded in practice across schools and other education providers.

#### 4. THE REPORT

- 4.1 The LA works with schools and other partners including South East Wales Consortium (SEWC) to ensure that a robust approach towards improving attendance is taken. Improving attendance remains a priority for the Local Authority (LA) and continues to be a focus in all key plans.
- 4.2 LA officers monitor attendance on a monthly basis and targeted interventions are agreed between the LA and the Education Achievement Service (EAS). The impact of this accelerated approach has been effective in reducing absenteeism in the schools targeted.
- 4.3 Comparative data and a summary of information in attendance in primary and secondary schools is provided below.
- 4.4 Attendance within primary schools in Caerphilly has stayed the same as the previous year, reporting an attendance percentage of 94.6% as indicated in figure 1 below.

Figure 1

	2014/15	2015/16	2016/17
LA	94.5	94.6	94.6
Wales	94.9	94.9	94.9
LA Target	94.9	95.1	95.3

- 4.4.1 Local comparisons confirm that of the 75 primary schools:
- 42 schools report improved attendance for 2016/17;
  - 21 schools met or exceeded their set target;
  - 14 schools met or exceeded the LA target of **95.3%**;
  - 29 report attendance of 95% or above;
  - 10 schools report improvements of 1% or more;
  - It should be noted that attendance rates do not reflect the robust processes in some schools. This is due to contagious illnesses such as chicken pox and other viral infections alongside issues related to mental health which impact significantly on attendance rates.
- 4.4.2 A persistent absentee is a pupil who missed at least 20% of half day sessions. The national data for 2016/17 is not due until the end of autumn term 2017, however the number of persistent absentees in Caerphilly primary schools have been steadily decreasing. The All Wales Core Data Set evidences the numbers have reduced from 369, (3.0% of the pupil population) in 2012/13 to 209 (1.6% of the pupil population) in 2015/16, a total reduction of 160 pupils.

4.4.3 Attendance within secondary schools in Caerphilly has decreased slightly on the previous academic year by 0.1%, reporting an attendance percentage of 93.3% as indicated in figure 2 below.

Figure 2

	2014/15	2015/16	2016/17
LA	92.7	93.4	93.3
Wales	93.8	94.2	94.1
LA Target	93.1	93.8	94.0

4.4.4 The secondary school statistical release reports that 7 out of the 22 Local Authorities in Wales are recorded as having improved or maintained secondary school attendance for 2016/17 compared with all 22 the previous year. The data also indicates that the LA was ranked 21<sup>st</sup> within Wales in comparison with the position of 19<sup>th</sup> in the previous year.

4.4.5 Local information indicates that:

- 6 secondary schools record improved attendance with only one school exceeding the school target and 3 schools exceeding the Local Authority target of 94.0%;
- The most improved secondary school is Cwmcarn High School recording a 1.2% increase;
- The secondary school recording the highest attendance in Caerphilly is Newbridge School at 94.7%.

4.4.6 The 2016/17 statistical release provides a national overview of codes schools used to report pupil absences. The information below provides a summary of the local data relating to the use of absence codes. This shows that:

- 57355 days were lost that relate to medical and illness absences, which is 6192 days less than the 63547 days lost in 2015/16.
- The total absences that relate to holidays equate to 7708.5 days, which is an increase of 1087.5 days from the 6621 days in 2015/16.
- The overall unauthorised absence figure for Caerphilly is reported as 2.2% which is an increase of 0.5% on the previous year.

4.4.7 The individual school data on persistent absentees in secondary schools shows that for the academic year 2016/17, 537 pupils, (5.4% of the pupil population) were reported as persistent absentees. This is an increase from the 466 pupils (4.6% of the pupil population) recorded in 2015/16. The Statistical Release highlights that the overall number of persistent absentees nationally has increased by 268 pupils from 6119 pupils in 2015/16 to 6387 in 2016/17.

4.5 In order to strengthen approaches to inclusion and safeguarding, The Fixed Penalty Notice Regulations (The Education (Penalty Notices) (Wales) Regulations 2013) came into force in September 2013. The scheme, introduced by the WG, made available to LAs an additional legal sanction in the form of Penalty Notice Fines.

4.5.1 Penalty Notices are one option amongst a wide range of interventions and support strategies available, to promote improved school attendance and children's educational prospects. Additionally, this strategy may help to avoid putting children and young people at risk of criminal or anti-social attendance. The measures will also support LAs and schools in ensuring parents and carers fulfil their legal responsibilities to ensure their children regularly attend school.

4.5.2 CCBC's Local Code of Conduct has been developed to ensure that powers are applied consistently and fairly across the LA and sets out the procedures and protocols for the administration of the scheme.

- 4.5.3 The Welsh Government commissioned an external survey to measure the overall impact of Fixed Penalty Notices across Wales. This information is yet to be published by Welsh Government.
- 4.5.4 The high majority of secondary schools engaged in the FPN scheme in 2016/17. Two primary schools introduced the FPN scheme in 2016/17: St Helens RC and Pontlottyn Primary. In total, 117 penalty notices were issued during the academic year 2017/16. Out of this figure, 48 were unpaid and were subsequently referred to Magistrates Court.
- 4.6 The following actions have been implemented to address the lower than expected attendance rates across primary and secondary schools:
- Improve engagement of all primary and secondary schools with Local Authority attendance priorities. Activities to include:
    - Increased challenge to all Headteachers and senior leaders through meetings with Senior Educational Welfare Officer. Dialogue includes rigorous discussion on progress against attendance targets and effectiveness of ongoing strategies;
    - More effective targeting and intervention through school improvement plans, self-reviews, audits, target setting etc;
    - Schools monitor and review impact of initiatives and best practice case studies through Head teacher regional meetings and cluster meetings etc;
    - Targeted intervention and support to schools below the median benchmark;
    - Educational Welfare Service to track and, where appropriate, intervene with particular focus on Year 11 pupils.
  - Review and reshape the allocation of Educational Welfare Officers to provide more effective intervention and support to schools.
    - Provide more effective support for clusters of schools providing practical advice including training for the 'Callio' system of tracking and monitoring attendance rates;
    - Improve effective working relationships between Educational Welfare Officers and Inclusion services identifying vulnerable pupils and strategies for additional support.
  - Collaborate alongside the SEWC School Improvement Officers to implement the newly created regional strategy for attendance. Ensure that regional strategy impacts on levels of attendance across Caerphilly schools.
  - Utilise data systems to support accurate and timely intervention to increase levels of attendance:
    - reduce persistent absenteeism;
    - support low performing schools;
    - identify and track vulnerable pupils by school, cluster and LA;
    - monitor and track attendance via benchmark quartile.

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

- 5.1 This attendance strategy contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act:
- Long Term: The importance of balancing short-term issues of attendance in education settings alongside longer-term needs around the impact of attendance on educational attainment and economic wellbeing.
  - Prevention: A long term strategic attendance plan makes a contribution to public bodies meeting their wider objectives.
  - Integration: A purposeful, strategic attendance plan fully integrates into the Local Authority wellbeing objectives
  - Collaboration: The attendance strategy is reliant upon effective partnership with a range of stakeholders including schools, EOTAS settings, inclusion and medical specialists and safeguarding teams.

- Involvement: The attendance strategy relies on the involvement of pupils and other young people in achieving the identified objectives. This includes feedback on the impact of any proposed strategies to improve attendance.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education by regular attendance at school, regardless of the individual or family characteristics of those children and young people.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no financial implications.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications.

## **9. CONSULTATIONS**

- 9.1 All responses are reflected in the report.

## **10. RECOMMENDATIONS**

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

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

- 11.1 Improving attendance is a priority at both a national and local level.

## **12. STATUTORY POWER**

- 12.1 Education Act 1996.

Author: Paul Warren, Strategic Lead for School Improvement  
Email: Warrep1@caerphilly.gov.uk

Consultees: Keri Cole, Chief Education Officer,  
Chris Burns, Interim Chief Executive  
Linda Perkins, Senior Educational Welfare Officer  
Paul O'Neil, Senior Youth Service Manager  
Directorate Senior Management Team  
Councillor Philippa Marsden, Cabinet Member, Education and Achievement  
Chair of Education for Life Scrutiny Committee  
Education Achievement Service

This page is intentionally left blank



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

**SUBJECT: REVISED GUIDANCE FOR THE INSPECTION OF LOCAL  
GOVERNMENT EDUCATION SERVICES**

**REPORT BY: CHIEF EDUCATION OFFICER**

---

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

- 1.1 To inform Members of the changes to the inspection of local government services from September 2017.

### **2. SUMMARY**

- 2.1 This information identifies how the inspectorate will conduct pilot inspections of Local Government Education Services (LGES) from September 2017. The information will be reviewed by Welsh Government following the pilot inspections and will be used from September 2018. The draft document *Guidance for the inspection of local government education from September 2017* (Estyn, 2017) is used as the basis for this report.
- 2.2 This information sets out the inspection arrangements for local government education services and offers guidance to inspectors on making inspection judgements. This document also identifies how Estyn will follow up with local authorities causing significant concern.

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

- 3.1 The content of this report contributes to the Wellbeing of Future Generations Act (Wales) 2015, specifically to maximise the contribution of Education towards national goals.
- *A prosperous Wales* – Developing a skilled and well educated workforce.
  - *A healthier Wales* – An education system that promotes health and wellbeing as central to its core purpose.
  - *A more equal Wales* – An education system that meets the needs of all learners including those from disadvantaged or vulnerable groups.
  - *A Wales of cohesive communities* – An education system that builds on strengthening communities at a local and national level with significant focus on enrichment experiences based on the heritage and language of Wales.
  - *A globally responsible Wales* – An education system that builds on strengthening global communities.

## 4. THE REPORT

### 4.1 Legal Basis And Policy

Inspections of LGES are carried out under Section 38 of the Education Act 1997 which states that Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) 'may, and, if requested to do so by the Secretary of State, shall, arrange for any local authority to be inspected'. Such an inspection 'shall consist of a review of the way in which the authority are performing any function which relates to the provision of education for (a) persons of compulsory school age (whether at school or otherwise) or (b) for persons of any age above or below that age who are registered as pupils at schools maintained by the authority'.

Other aspects of local authority provision are subject to inspection under a range of legislation, including the functions conferred to them under sections 25 and 26 of the Learning and Skills Act 2000 relating to education, training or youth support services (within the meaning of section 123 of the Learning and Skills Act 2000).

The Children's Act 2004 introduces a duty on local authorities and their partners to co-operate to improve the wellbeing of children. As far as local authorities are concerned, the inspectorate is given the powers to review a local authority's functions relating to Section 51 of the Act, namely in co-operating to improve wellbeing and producing children and young people's plans where these functions relate to education, training or youth support services.

### 4.2 Principles of Inspection

Inspectors will:

- Ensure that inspection is of high quality and responsive to the needs of all learners;
- Ensure that judgements are secure, reliable, valid and based on first-hand evidence;
- Involve the local authority fully in the inspection process, including the use of nominees;
- Use the local authority's self-evaluation report as the starting point for the inspection and to form emerging questions to explore in order to make judgements on the validity of its findings;
- Include peer inspectors in the inspection process;
- Keep to a minimum any requirements for documentation and preparation by the local authority;
- Evaluate evidence about the perspective of children and young people and that of other stakeholders;
- Apply the principle of equality for Welsh and English to all inspection work, providing bilingual services whenever they are appropriate;
- Be constructive in identifying and supporting local authorities with important areas for improvement;
- Contribute to joint assessments and reports with other inspection, audit and regulatory bodies as required by Welsh Government legislation.

### 4.3 The Inspection Team

Inspection teams will be led by a reporting inspector. The reporting inspector will always be HMI, with other team members drawn from among HMI and additional inspectors. Additional inspectors may be on secondment or contract to the inspectorate. Each team will also have two peer inspectors. Peer inspectors will be senior leaders from a local authority or regional consortia from a different region of Wales. At least one of the Local Authority's Link Inspectors (LALIs) will normally be part of the team and will usually act as the deputy reporting inspector. Where possible, both LALIs will be team members.



The inspection team will always include an inspector from the Wales Audit Office (WAO). Depending on the nature of issues identified in pre-inspection evidence, the team may request an inspector from the Care and Social Services Inspectorate for Wales (CSSIW) or the Healthcare Inspectorate Wales (HIW) to join the Estyn inspection team. If appropriate the reporting inspector will contact CSSIW or HIW before the inspection to ascertain whether CSSIW or HIW are able to join the inspection team.

The local authority will be invited to select a senior member of staff to take on the role of nominee, to work with the inspection team.

#### 4.4 Inspection Schedule

4.4.1 A programme of local authority inspections for LGES will be planned over a five-year cycle from September 2018. As far as possible, Estyn will schedule one inspection per region during each year of the cycle. Estyn will notify a local authority of its inspection eight weeks in advance. During the pilot phase, Estyn will informally notify the local authority ten weeks in advance. The purpose of this informal notification is simply to provide dates for the inspection. Estyn will formally notify the local authority eight weeks in advance.

#### 4.4.2 Preliminary Visit

Around two or three weeks prior to the inspection, Estyn will carry out a preliminary visit to the local authority. This will provide an opportunity for inspectors to meet a range of stakeholders, to gather their views, discuss their experience of working with the authority or receiving support from the authority. It will be an opportunity to explore and refine emerging questions for the core inspection week.

#### 4.4.3 Initial meeting with the local authority

At the start of the inspection, the inspection team will meet senior officers, including the chief executive and director of education, and senior elected members, including the leader, cabinet lead member and chair of scrutiny. The local authority will be given the opportunity give a presentation to the inspection team and should cover the main messages from the local authority's self-evaluation. The presentation should highlight important areas that the local authority regards as being good or excellent and the evidence that justifies this view, as well as aspects that are of concern to the local authority and how these are being addressed.

#### 4.4.4 Gathering and reviewing inspection evidence

Inspections start by considering the local authority's own self-evaluation and plans for improvement. The team will ensure that they have enough time to review the key evidence that is needed to make judgements. The main forms of evidence are:

- the authority's self-evaluation;
- the Welsh Government's datasets on the local authority's performance;
- briefings from Estyn's link inspectors for the local authority and Estyn's regional link inspector;
- briefings from Wales Audit Office (WAO), CSSIW, and other inspectorates where relevant;
- documentary evidence, including scrutiny reports and local or regional data on learner and local authority performance and progress;
- the views of children, young people, parents and other stakeholders such as staff in LGES, schools and partner organisations (including the findings of perception surveys and questionnaires facilitated by Estyn);
- discussions with senior officers, elected members, in particular from cabinet and scrutiny and other stakeholders.

At the end of every day, the reporting inspector should, as far as practicable, offer to have a professional dialogue with the chief executive or another senior officer to discuss the progress of the inspection. This is an opportunity to share provisional strengths and possible important areas for improvement as well as the need for further evidence.

#### 4.4.5 Formal Feedback

At the end of the on-site part of the inspection, the team will feedback verbally to senior leaders and managers. Usually those present at feedback should include the chief executive, education director and deputy directors, council leader, cabinet lead, and chair of scrutiny. The feedback should convey the main judgements and the reasons for them, for the three inspection areas. The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. All the judgements reported during an inspection are provisional and subject to moderation and validation by HMCI. The judgements are confidential to the local authority and its partners.

#### 4.4.6 Follow-up activity

During all core inspections, the inspection team will consider whether local government education services are causing significant concern and require follow-up activity. The inspection team must report as they find, and be able to substantiate their judgements on the basis of sound evidence. If the evidence points to the conclusion that the authority is causing significant concern, inspectors must make that judgement.

Inspectors must give particular consideration to identifying the authority as causing significant concern if one or more inspection area is judged unsatisfactory. Inspectors should also consider whether or not an authority is causing significant concern where all the inspection areas are judged adequate. Inspectors must consider if the authority has the capacity to improve before coming to a judgement about whether it is causing significant concern.

#### 4.4.7 The Inspection Report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the local authority. The inspectorate will give the local authority a late draft of the report to help check the factual accuracy of the content. The local authority will have five working days in which to consider the draft report and to identify any factual errors.

Five working days prior to the publication of the final report, the inspectorate will send electronic copies of the final report to the chief executive of the local authority, the chief education officer, the council leader, the elected member with main responsibility for education, and the chair of education scrutiny.

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should publish a short statement in response to the inspection and provide links to its plans. The local authority should do this within three months of the inspection.

#### 4.4.8 The Inspection Framework

The three inspection areas of the LGES inspection framework are set out below.

##### **1 – Outcomes**

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

## **2 – Quality of Education Services**

- 2.1 Support for school improvement
- 2.2 Support for vulnerable learners
- 2.3 Other education support services

## **3 – Leadership and management**

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional learning
- 3.4 Use of resources

The draft document *Guidance for the inspection of local government education from September 2017* identifies supplementary information on the three inspection areas that will support self-evaluation processes.

### 4.4.9 Judgement Descriptors

The inspection team will award a judgement for each inspection area using the four-point scale below.

**Excellent** – Very strong, sustained performance and practice

**Good** – Strong features, although minor aspects may require improvement

**Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement

**Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths

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

5.1 This Attendance Strategy contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act:

- Long Term: The importance of balancing short-term issues of attainment alongside longer-term needs around the impact of attainment on economic wellbeing and health and wellbeing.
- Prevention: A long term strategic plan that makes a contribution to public bodies meeting their wider objectives.
- Integration: A purposeful, strategic plan fully integrated into the Local Authority wellbeing objectives
- Collaboration: Improvements in standards of attainment and achievement reliant upon effective partnership with a range of stakeholders including schools, EOTAS settings, inclusion and medical specialists and safeguarding teams.
- Involvement: Improvements in standards reliant on the involvement of pupils and other young people in achieving the identified objectives. This includes stakeholder feedback on the impact of any proposed LA strategies to raise attainment.

## **6. EQUALITIES IMPLICATIONS**

6.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education, regardless of the individual or family characteristics of those children and young people.

## **7. FINANCIAL IMPLICATIONS**

7.1 There are no financial implications.

## **8. PERSONNEL IMPLICATIONS**

8.1 There are no personnel implications.

## **9. CONSULTATIONS**

9.1 All responses are reflected in the report.

## **10. RECOMMENDATIONS**

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

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

11.1 Improving attainment is a priority at both national and local level.

## **12. STATUTORY POWER**

12.1 Education Act 1996.

Author: Paul Warren, Strategic Lead for School Improvement

Email: Warrep1@caerphilly.gov.uk

Consultees: Directorate Senior Management Team

Chris Burns, Interim Chief Executive

Councillor Philippa Marsden, Cabinet Member, Education and Achievement

Chair of Education for Life Scrutiny Committee

Julie Wood, Principal Challenge Advisor – EAS

Linda Perkins, Senior Education Welfare Officer

Paul O’Neil, Senior Youth Service Manager