

Pecyn Dogfennau Cyhoeddus

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

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



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

Dyddiad: Dydd Mawrth, 20 Chwefror 2018

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Llun, 26ain Chwefror, 2018** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Mae croeso i chi ddefnyddio'r iaith Gymraeg yn y cyfarfod, a dylid rhoi cyfnod rhybudd o 3 diwrnod gwaith os ydych yn dymuno gwneud hynny. Bydd cyfieithu ar y pryd yn cael ei ddarparu ar gais.

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR DROS DRO

AGENDA

Tudalennau

- 1 I dderbyn ymddiheuriadau am absenoldeb
- 2 Datganiadau o Ddiddordeb.

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

A greener place Man gwyrddach



I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|--|---|----------|
| 3 | Pwyllgor Craffu Addysg am Fywyd a gynhaliwyd ar y 9fed Ionawr 2018. | 1 - 8 |
| 4 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 5 | I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet. | |
| 6 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes. | 9 - 20 |
| I dderbyn ac ystyried yr adroddiadau Craffu canlynol:- | | |
| 7 | Perfformiad- Cyfnod Allweddol 4 a 5 - 2017. | 21 - 34 |
| 8 | Cyfalaf Addysg 2018/19. | 35 - 42 |
| 9 | Cynllun Busnes Gwasanaeth Cyflawni Addysg 2018-2021. | 43 - 120 |

Cylchrediad:

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

Aelodau Cyfetholedig:

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

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

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

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol



PWYLLGOR CRAFFU ADDYSG GYDOL OES

COFNODION Y CYFARFOD A GYNHALIWDYD YN NHŶ PENALLTA, YSTRAD MYNACH
AR DDYDD MAWRTH, 9FED IONAWR 2018 AM 5.30PM

YN BRESENNOL:

Y Cynghorydd W. David – Cadeirydd
Y Cynghorydd G. Oliver – Is-gadeirydd

Cynghorwyr:

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

Ynghŷd â:

K. Cole (Prif Swyddog Addysg), S. Richards (Pennaeth Gwasanaeth Addysg, Cynllunio a Strategaeth Dros Dro), A. Davies (Rheolwr Gwasanaeth - Addysg Heblaw yn yr Ysgol), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), C. Jones (Cydlynnydd Fforwm Ieuenctid), P. O'Neill (Uwch Reolwr Gwasanaeth Ieuenctid), C. Forbes-Thompson (Pennaeth Gwasanaethau Democraidd Dros Dro), C. Jones (Gweithredydd Cyfreithiol), A. Dredge (Swyddog Gwasanaethau Pwyllgor).

Hefyd yn Bresennol:

Aelodau Cyfetholedig: Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili), Mr M. Barry a Mr R. Morgan (Rhiant Lywodraethwyr), Mrs P.J. Ireland Undeb Cenedlaethol yr Athrawon (Undeb Cenedlaethol yr Athrawon) M. Western (Comisiwn Archesgobaethol Eglwys Uniongred Rwsia Caerdydd dros Gynrychiolydd Addysg).

Cynrychiolwyr y Fforwm Ieuenctid: Emily Jones (Cadeirydd), Dylan Thomas (Is-Gadeirydd), Ewan Kinsman (Cynrychiolydd Dysgu), y Cynghorydd M. Evans (Pencampwr Ieuenctid).

1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb gan y Cynghorwyr D. Havard ac M.P. James.

2. DATGANIADAU O DDIDDORDEB

Ni chafwyd datganiadau o ddiddordeb ar ddechrau nac yn ystod y cyfarfod.

3. COFNODION - 7FED TACHWEDD 2017

PENDERFYNWYD yn amodol ar gofnodi bod Mr M. Western yn bresennol yn y cyfarfod ar 26ain Medi 2017, cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg am Oes a gynhaliwyd ar 7fed Tachwedd 2017 (rhifau cofnodion 1-11) fel

cofnod cywir a'u llofnodi gan y Cadeirydd.

4. COFNODION - 7FED RHAGFYR 2017

PENDERFYNWYD cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg am Oes a gynhaliwyd ar 7fed Rhagfyr 2017 (rhifau cofnodion 1-4) fel cofnod cywir a'u llofnodi gan y Cadeirydd.

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

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

6. ADRODDIAD YR AELOD CABINET

Cyflwynodd y Cyngorydd P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad) ddatganiad ar lafar gan roi diweddariad i'r Pwyllgor Craffu mewn perthynas â Gwasanaethau Llyfrgell, Ysgol Rhymni 3 - 18 (Ysgol Idris Davies 3-18) a Blwyddyn Academaidd Dysgu Oedolion 2016/17 .

Eglurwyd bod Llyfrgelloedd o fewn Caerffili yn cefnogi pob oedran i fireinio eu galluoedd dylunio, rhesymeg a datrys problemau fel rhan o'r rhaglen codio 3 llinyn. Mae'r sesiynau sydd ar gael yn cwmpasu ystod o sgiliau, e.e. creu gwefannau i hybu sgiliau cyflogadwyedd. Mae manylion ar gael mewn llyfrgelloedd lleol ac ar Twitter @CaerphillyLibs. Llongyfarchodd Aelod y Cabinet Julie Thomas o Lyfrgell Deri a ddaeth yn ail-orau am wobwr clodfawr Brif Bencampwr Llyfrgell Gyhoeddus y DU yn 2017. Y gydnabyddiaeth hon oedd am wneud gwahaniaeth go iawn i ddefnyddwyr llyfrgelloedd, yn enwedig gyda'i chysylltiadau unigryw â'r Gymuned a'r Ysgol.

Hysbyswyd yr Aelodau fod datblygiad £8 miliwn Ysgol Rhymni 3 - 18 (Ysgol Idris Davies 3-18) wedi'i gynllunio gan Dîm Gwasanaethau Eiddo'r Cyngor. Ariennir y prosiect ar y cyd gan Gyngor Bwrdeistref Sirol Caerffili a Rhaglen Band A 21 Llywodraeth Cymru. Mae'r ysgol yn cynnig darpariaeth Dechrau'n Deg, gyda'r cyfnod Cynradd yn cynnwys 240 disgybl a meithrinfa. Mae'r adeilad cynradd newydd wedi ennill safon ragoriaeth "BREEAM" ar gyfer ardystio asesiad perfformiad cynaliadwyedd amgylcheddol, cymdeithasol ac economaidd yr ased.

O ran Darpariaeth Dysgu Oedolion, a Phartneriaeth Gwent gyfan, mae Caerffili wedi llwyddo i gwblhau cyfradd lwyddiannus o 91%. Mae hwn yn ganlyniad ardderchog ac yn arwydd o'r gwaith aruthrol y mae'r Tîm Dysgu Oedolion wedi'i gyflawni eleni. Nododd yr Aelodau y canlyniad a oedd yn sylweddol uwch na'r trothwy 85% a osodwyd gan Estyn. Yn 2018 bydd Caerffili yn parhau i weithio'n gryf gyda'r bartneriaeth i ddarparu addysg oedolion o ansawdd uchel.

Wrth gloi, dywedodd y Cyngorydd Marsden ei bod hi wedi mynychu cyfarfod manwl yn ddiweddar gyda Swyddogion o'r Adran Addysg o ran lefelau presenoldeb mewn ysgolion. Cadarnhaodd y cynhelir cyfarfodydd pellach yn arbennig yn edrych ar strategaethau hanesyddol a ffactorau amgylcheddol. Byddant hefyd yn edrych ar gymaryddion cenedlaethol a byddant yn chwilio am ddull casglu data mwy cadarn. Rhoddwyd pwyslais ar gynllunio ymyrrol ac esboniwyd y bydd y tîm yn edrych yn fwy manwl arno, h.y. llyfrau a ddefnyddir a dosbarthiadau mewn ysgolion a chynhelir cyfarfodydd rheolaidd â rheoli perfformiad. Bydd y tîm yn mynd i mewn i ysgolion i edrych ar feini prawf yn rheolaidd.

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

Gofynnwyd am eglurhad o ran y Ddarpariaeth Dysgu Oedolion ac os oedd ystadegau ar gael ar gyfer rhifau 'gollwng', ac os oes yna ddilyniant ar gyfer y rhai sy'n llwyddo y tu hwnt i'r ddarpariaeth.

Cadarnhaodd y swyddogion y byddai'r wybodaeth hon yn cael ei dosbarthu yn dilyn y cyfarfod.

7. YSTYRIED UNRHYW FATER A GYFEIRIWDYD AT Y PWYLLGOR YN UNOL Â'R WEITHDREFN GALW I MEWN

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

8. BLAEN RHAGLEN WAITH Y DYFODOL Y PWYLLGOR CRAFFU ADDYSG AM OES

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

Cyfeiriwyd y Pwyllgor Craffu at e-bost a anfonwyd ar 5ed Rhagfyr 2017, lle'r oedd yr Aelodau wedi cytuno i gael gwared ar Gynllun Busnes Y Gwasanaeth Cyflawniad Addysg o gyfarfod mis Ionawr a'i ychwanegu at y cyfarfod a drefnwyd ar gyfer 26ain Chwefror 2018.

Gofynnwyd i'r Aelodau ystyried y rhaglen waith a gwneud unrhyw newidiadau neu gynnig unrhyw eitemau ychwanegol i'w cynnwys ar gyfer cyfarfodydd yn y dyfodol.

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

PENDERFYNWYD cymeradwyo'r rhaglen waith a atodir i'r adroddiad.

9. ADRODDIADAU'R CABINET

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

ADRODDIADAU'R SWYDDOGION

Rhodddwyd ystyriaeth i'r adroddiadau canlynol.

10. BLAENORIAETHAU'R FFORYMAU IAU AC IEUENCTID

Cyflwynodd Cydlynnydd y Fforwm Ieuenctid yr adroddiad a chyflwynodd cynrychiolwyr y Fforwm Ieuenctid eu cyflwyniad a hysbysodd yr Aelodau am faterion a godwyd gan Blant a Phobl Ifanc drwy Fforymau Iau ac Ieuenctid y Gwasanaeth Ieuenctid. Gofynnodd yr adroddiad am farn yr Aelodau cyn ei gyflwyno i'r Cabinet.

Darparwyd trosolwg o Gynhadledd y Fforwm Ieuenctid ym mis Hydref 2017 a chyfarfod y Fforwm Iau ym mis Tachwedd 2017, lle mae Plant a Phobl Ifanc wedi nodi materion sy'n bwysig iddynt ac wedi pleidleisio ar Faterion Blaenoriaeth ar gyfer 2018. Nodwyd y broses gytûn flaenorol, sy'n dilyn adnabod materion, yn yr adroddiad.

Trafodwyd strwythur y Fforymau Iau ac Ieuenctid ac eglurwyd eu bod wedi'u trefnu o amgylch pum thema'r Cynllun Integredig Sengl: Caerffili Ffyniannus; Caerffili Saffach; Caerffili sy'n Dysgu; Caerffili Iachach; Caerffili Gwyrddach, sy'n galluogi plant a phobl ifanc i gael llais ar faterion sy'n effeithio arnynt. Mae Cynrychiolwyr y Fforwm Iau yn 7-11 oed; mae Cynrychiolwyr y Fforwm Ieuenctid yn 11-25 oed.

Yng Nghynhadledd Flynyddol y Fforwm Ieuenctid, rhoddir cyfle i bobl ifanc edrych ar faterion a

godwyd yn flaenrol drwy ymgynghori drwy'r fwrdeistref. Mae pobl ifanc sy'n mynychu'r gynhadledd yn cyflwyno eu barn ar bob un o'r themâu ac yn cymryd rhan mewn deialog gyda Swyddogion perthnasol ac aelodau'r Cabinet. O archwilio pob thema yng nghyd-destun bywydau pobl ifanc, mae pobl ifanc yn nodi a chytuno ar fater blaenoriaeth ar gyfer pob thema, y mae manylion amdanynt wedi'u nodi ym mharagraffau 4.1.2. a 4.1.3. yn yr adroddiad. Mater Flaenoriaeth Gyffredinol y Fforwm leuenctid yw Bwlio ac i gynyddu dealltwriaeth pobl o'r hyn a ystyrir fel bwlio ac i helpu pobl i ddeall sut i ddelio â bwlio. Mater Flaenoriaeth Gyffredinol y Fforwm lau yw Digartrefedd lle ystyrir bod angen mwy o gymorth ar gyfer pobl ddigartref.

Cyflwynodd cynrychiolwyr y Fforwm leuenctid eu cyflwyniad o ran cyrraedd eu materion blaenoriaeth a'r hyn a gyflawnwyd ganddynt yn 2017.

Estynnodd yr Uwch Reolwr Gwasanaeth leuenctid ei werthfawrogiad am y gwaith caled parhaus a wnaed yn enwedig yn 2017, gan y Gwasanaeth leuenctid wrth gyflawni eu materion blaenoriaeth a chafodd hyn ei gefnogi gan y Pencampwr leuenctid ac Aelodau eraill y Pwyllgor Craffu.

O ran mater blaenoriaeth Bwlio, gofynnodd Aelod a yw pob ysgol yn mabwysiadu'r un polisi. Mae'r Fforwm leuenctid yn ystyried bod angen cysondeb ar ysgolion yn y maes hwn a bod angen arddangos y polisi hwnnw mewn ysgolion. Cadarnhaodd swyddogion fod gan y Cyngor bolisi enghreifftiol ar waith, er na ellir gweithredu hyn yn gyson gan y gallai hyn ddibynnu ar y proffil o fewn ysgolion unigol. Ymgwymerwyd ag ymgyrch ardderchog lle mae'r Awdurdod Lleol wedi edrych ar y gwahanol fathau o fwlio a chyflwynodd y polisi hwn o ganlyniad.

Diolchodd y Cadeirydd i'r Fforwm leuenctid am fynychu'r Pwyllgor Craffu, gan gyflwyno eu cyflwyniad addysgiadol ac am ymateb i gwestiynau a godwyd.

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

PENDERFYNWYD AM Y RHESYMAU A GYNHWYSIR YN ADRODDIAD Y SWYDDOG FOD:

- (i) materion y Fforwm lau a leuenctid yn cael eu cyflwyno i'r Cabinet;
- (ii) cefnogaeth i gynnig y Fforwm leuenctid wrth fynd i'r afael â'u Mater Blaenoriaeth - Bwlio;
- (iii) cefnogaeth i gynnig y Fforwm lau wrth fynd i'r afael â'u Mater Blaenoriaeth - Digartrefedd.

11. MODEL YMDDYGIAD A DARPARIAETH CAERFFILI

Cyflwynodd y Rheolwr Gwasanaeth Addysg Heblaw yn yr Ysgol (EOTAS) yr adroddiad a oedd yn diweddarau'r Aelodau am y gwaith a gyflawnwyd hyd yn hyn i adolygu'r ddarpariaeth a'r model presennol ar draws Caerffili a'r canlyniadau sy'n dod i'r amlwg. Mae'r adroddiad yn disgrifio'r camau a gymerwyd i sicrhau bod gan Gaerffili gynigion a hysbysir gan ystod o randdeiliaid i ddarparu model ymddygiad addas i'r pwrpas a chontinwrm darpariaeth ar gyfer dysgwyr Caerffili.

Hysbyswyd y Pwyllgor Craffu bod yr Awdurdod Lleol wedi ymrwmo i ddiwallu anghenion pob dysgwr o fewn ymagwedd ysgol gyfan gynhwysol, gan gynnwys y dysgwyr hynny sydd ar ryw adeg efallai angen mwy o gefnogaeth arnynt na'r mwyafrif o'u cyfoedion. Dylai pob dysgwr gael mynediad i addysg briodol sy'n rhoi cyfle iddynt gyflawni eu potensial personol. Er mwyn sicrhau bod gan bob dysgwr fynediad i addysg briodol, mae'r Awdurdod Lleol wedi ymgysylltu ag ystod o randdeiliaid i adolygu'r ddarpariaeth ymddygiad bresennol. Mae'r rhain yn

cynnwys Penaethiaid cynradd ac uwchradd, staff yn y darpariaethau ymddygiad presennol a staff Addysg Heblaw Yn yr Ysgol (EOTAS).

Eglurwyd bod cyfarfodydd grŵp rhanddeiliaid wedi'u cynnal mewn perthynas â'r model ymddygiad a gynigiwyd a oedd hefyd yn ystyried y continwwm o anghenion ymddygiad ar draws Caerffili, gan gynnwys y rhai hynny sy'n mynychu darpariaethau Addysg Heblaw yn yr Ysgol. Cydnabuwyd bod ymateb graddedig ar draws ystod o ddarpariaethau tai cost-effeithiol yn opsiwn mwy cynaliadwy a dewisol. Mae prif ganlyniadau'r cyfarfodydd grŵp rhanddeiliaid wedi nodi sawl argymhelliad allweddol a nodir ym mharagraff 4.9. yn yr adroddiad.

Diolchodd y Cadeirydd i'r Rheolwr Gwasanaeth am ei diweddariad llawn gwybodaeth.

Cyfeiriodd Aelod at adroddiad yr Athro Donaldson a gofynnodd a oedd hyn wedi'i ystyried mewn perthynas â'r polisi. Eglurwyd nad yw swyddogion yn gwybod sut effaith caiff yr adroddiad hwn. Mae'r adroddiad wedi creu llawer o ddiddordeb yn y cyfryngau ond mae'r theori tu ôl i hyn yn gadarnhaol, gan edrych ar sgiliau a llwybrau bywyd heb unrhyw labelu cysylltiedig. Rhoddwyd pwyslais ar 'gael y cydbwysedd yn iawn' a dylid defnyddio hyn i gefnogi ymddygiad. O ran amharu ar lefel isel, mae yna rai cysylltiadau rhwng ymddygiad a safonau addysgu. Mae hwn yn faes cymhleth lle mae ysgolion a'r Awdurdod Lleol dan bwysau. Rhaid gwneud y penderfyniad cywir absoliwt wrth ystyried symud plentyn o ysgol oherwydd materion ymddygiadol. Mae'n benderfyniad radical a gellid ei ystyried yn anghyfrifol. Mae pob achos yn unigryw a rhaid ei ystyried yn ôl ei rinweddau ei hun. Cadarnhaodd y swyddogion y byddant yn parhau i weithio'n agos gydag ysgolion mewn perthynas â'r mater hwn.

Gofynnwyd am eglurhad mewn perthynas â sicrhau'r gwerth gorau am arian ac a fyddai'r Awdurdod Lleol yn gallu rhoi darpariaeth yn fewnol gan y gall y ddarpariaeth Addysg Heblaw Yn yr Ysgol gyfredol, yn ystod Ysgolion Cynradd ac Uwchradd, bod a goblygiadau cost uchel. Eglurwyd nad yw'r broses hon yn ymarfer torri costau ac yn y tymor byr gall hyn fod yn ddrutach. Y gobaith yw y bydd y ddarpariaeth hon, gydag effaith Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015, yn fwy effeithiol yn yr hirdymor.

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

PENDERFYNWYD nodi cynnwys yr adroddiad.

12. GWELLA PRESENOLDEB MEWN YSGOLION

Cyflwynodd yr Arweinydd Strategol ar gyfer Gwella Ysgolion yr adroddiad a hysbysodd yr Aelodau o'r cynnydd a wnaed wrth wella presenoldeb mewn ysgolion o fewn Bwrdeistref Caerffili. Yn ystod y flwyddyn academaidd 2016/17 cafwyd gostyngiad siomedig o 0.1% mewn presenoldeb mewn ysgolion uwchradd o'i gymharu â 2015/16 ac mae'r data presenoldeb mewn ysgolion cynradd wedi aros yr un peth â'r flwyddyn flaenorol. Mae tystiolaeth o hyd o gydberthynas gref rhwng presenoldeb gwael a'r plant a phobl ifanc hynny sy'n gymwys i gael Prydau Ysgol am Ddim fel y nodir yn y Datganiad Ystadegol Ysgolion Uwchradd, y cyfeirir ato yn yr adroddiad.

Hysbyswyd y Pwyllgor Craffu bod yr Awdurdod Lleol yn gweithio gydag ysgolion a phartneriaid eraill gan gynnwys Consortiwm De Ddwyrain Cymru i sicrhau bod dull cadarn yn cael ei gymryd tuag at wella presenoldeb. Mae gwella presenoldeb yn parhau i fod yn flaenoriaeth i Gaerffili ac mae hyn yn parhau i fod yn ganolbwynt ym mhob cynllun allweddol. Caiff presenoldeb ei fonitro bob mis a chytunir ar ymyriadau targededig rhwng yr ALI a'r Gwasanaeth Cyflawniad Addysg. Mae effaith yr ymagwedd gyflym hon wedi bod yn effeithiol wrth leihau absenoldeb yn yr ysgolion a thargedwyd.

Nodwyd crynodeb o'r data cymharol mewn perthynas â phresenoldeb mewn ysgolion cynradd ac uwchradd yn yr adroddiad. Mae datganiad ystadegol 2016/17 yn darparu trosolwg

enedlaethol o'r codau ysgolion a ddefnyddir i adrodd am absenoldebau disgyblion. Nododd yr aelodau ddata'r ysgol unigol ar absenoldebau parhaus mewn ysgolion uwchradd.

O ran y Tîm Lles Addysg, cadarnhaodd Swyddogion strwythur y tîm a sut mae'r Swyddogion hynny yn chwarae rhan hanfodol o fewn ysgolion fel rhan o'u dyletswydd statudol. Eglurwyd hefyd nad yw'r timau hyn bellach yn bodoli mewn llawer o Awdurdodau Lleol.

Diolchodd y Cadeirydd i'r Swyddog am y diweddariad.

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

PENDERFYNWYD nodi cynnwys yr adroddiad.

13. CANLLAWIAU DIWYGIEDIG AR GYFER AROLYGU GWASANAETHAU ADDYSG LLYWODRAETH LEOL

Cyflwynodd yr Arweinydd Strategol ar gyfer Gwella Ysgolion yr adroddiad a hysbysodd yr Aelodau o'r newidiadau i'r arolygiad o Wasanaethau Llywodraeth Leol o Fedi 2017. Mae'r adroddiad yn nodi sut y bydd yr arolygiaeth yn cynnal arolygiadau peilot o Wasanaethau Addysg Llywodraeth Leol (GALIL) o fis Medi 2017. Hysbyswyd y Pwyllgor Craffu y bydd Llywodraeth Cymru yn adolygu'r wybodaeth hon yn dilyn yr archwiliadau peilot a bydd yn cael ei defnyddio o fis Medi 2018. Defnyddiwyd y ddogfen ddrafft Canllawiau ar gyfer arolygu addysg llywodraeth leol o Fedi 2017 (Estyn, 2017) fel sail i'r adroddiad.

Mae'r wybodaeth hon yn nodi'r trefniadau arolygu ar gyfer gwasanaethau addysg llywodraeth leol ac mae'n cynnig canllawiau i arolygwyr ar wneud dyfarniadau arolygu. Mae'r ddogfen hefyd yn nodi sut y bydd Estyn yn mynd ar drywydd yr awdurdodau lleol sy'n achosi pryder mawr.

Holodd Aelod sut mae'r canllaw hwn yn cymharu â pholisïau blaenorol. Eglurwyd bod Llywodraeth Cymru wedi darparu'r canllawiau, sydd bellach wedi'u diweddaru. Cyfeiriodd y Swyddog at Awdurdod cyfagos a fu'n ddiweddar drwy'r broses arolygu a chadarnhaodd fod llawer o sylwadau a dderbyniwyd wedi dod gan grwpiau sy'n agored i niwed. Mae holiadur ar gael i drigolion Caerffili ac nid yn unig i rieni ei gwblhau. Hysbyswyd y Pwyllgor Craffu y bydd y dystiolaeth a gasglwyd yn cael ei chyflwyno i ESTYN, ac fe gadarnhaodd yr Arweinydd Strategol ar gyfer Gwella Ysgolion y bydd yn adrodd yn ôl i'r Pwyllgor hwn yn ddiweddarach yn y flwyddyn gyda diweddariad.

O ran gweithio gydag Estyn y tu allan i Arolygiadau, cadarnhaodd y Swyddogion fod cyfarfodydd yn cael eu cynnal, ond nid yw'r Awdurdod yn derbyn adborth ac nid oes cofnod ffurfiol o'r cyfarfodydd.

Diolchodd y Cadeirydd i'r Swyddog am y diweddariad.

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

PENDERFYNWYD nodi cynnwys yr adroddiad.

Terfynwyd y cyfarfod am 8.05pm.

Wedi'i gymeradwyo fel cofnod cywir ac yn ddarostyngedig i unrhyw ddiwygiadau neu gywiriadau i'w cytuno a'u cofnodi yng nghofnodion y cyfarfod sydd i'w gynnal ar 26ain Chwefror 2018 fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH FEBRUARY 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 9th January 2018 and workshop held on 17th July 2017. The work programme outlines the reports planned for the period February to July 2018.

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

every meeting going forward alongside any changes to the cabinet work programme or report requests.

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

5. WELL-BEING OF FUTURE GENERATIONS

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

6. EQUALITIES IMPLICATIONS

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

7. FINANCIAL IMPLICATIONS

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

8. PERSONNEL IMPLICATIONS

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

9. CONSULTATIONS

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

10. RECOMMENDATIONS

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

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To improve the operation of scrutiny.

12. STATUTORY POWER

- 12.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services

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

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.

Appendix 2 Cabinet Work Programme.

Appendix 1

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

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: Special 26th March 2018			
Subject	Purpose	Key Issues	Witnesses
21st Century Schools	To update Members on the outcomes from the cross-party working group in terms of the Band B proposals		Sue Richards

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018**Meeting Date: 24th April 2018**

Subject	Purpose	Key Issues	Witnesses
Youth Service Update			Youth Service User
Education Strategy			Keri Cole – Chief Education Officer
Support for Mental Health for Children and Young People			

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018**Meeting Date: 22nd May 2018**

Subject	Purpose	Key Issues	Witnesses
Attendance and Exclusions	To update Members on the most recent statistical releases and outline the current position in comparative terms.		Head Teacher Keri Cole – Chief Education Officer
Service Improvement Plan	To review 2017/18 and agree 2018/19 main SIP themes/priorities.		Keri Cole – Chief Education Officer
Childcare Offer for Wales Early Implementer Update			Keri Cole – Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018

Meeting Date: 3rd July 2018

Subject	Purpose	Key Issues	Witnesses
Education Other than at Schools (EOTAS)			Representative from a Programme Provider
Additional Learning Needs Reform Update			
Library Services Review			Sue Richards

Gadewir y dudalen hon yn wag yn fwiadol

Cabinet Forward Work Programme

Appendix 2

28TH FEBRUARY 2018	Key Issues	Service Area
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
General Data Protection Regulation (GDPR) – Statutory Role of Data Protection Officer	To inform Members of the requirement to create a new statutory role of Data Protection Officer as prescribed by the forthcoming EU General Data Protection Regulation (GDPR) and recommend a suitable allocation of the responsibility to an existing role within the Authority.	Information Technology
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
Decriminalisation of Parking – Stage 1 Report	For members of the committee to consider the outcomes from the options appraisal undertaken to date on the implications of taking on Civil Parking Enforcement Powers, and to offer views on how these findings should be developed further, in order to propose the most economical, effective and efficient service delivery model for the Council.	Engineering
Junior and Youth Forum Priorities	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.	Youth Service
Adult Assisted Travel		Social Services
Re-Profiling of WHQS Programme and HRA Capital Programme 2018/2019	The report provides members with proposals for re-profiling the WHQS programme with the aim of ensuring full compliance by 2020.	Housing
14TH MARCH 2018	Key Issues	Service Area
Cefn Brithdir Access Road	To stop access to Cefn Brithdir access road	Communities

Cabinet Forward Work Programme

Appendix 2

Park Lane	To enter into formal dialogue with one bidder.	Communities
Regeneration Strategy	To consider the performance made against the existing strategy and to consider a proposed new strategy.	Communities

28TH MARCH 2018	Key Issues	Service Area
EAS Business Plan	To seek members views on the draft EAS Business Plan 2018-2021 and the Local Authority Annex 2018-2019	Education
21 st Century Schools Consultation	To seek Cabinet endorsement on the proposals contained within the 21st Century Schools and Education Band B Strategic Outline Programme 2019 – 2026	Education
<ul style="list-style-type: none"> • Data Protection Policy • Records Management Policy • Policy on Public Access to and Requests for Unpublished Information • Information Security Policy 	To seek Cabinet approval for the adoption of the amended versions of the listed policies. The updates are required to meet the forthcoming requirements of the new EU General Data Protection Regulation, reflect industry best practice and underpin our ongoing campaign to assure information security within CCBC.	Information Technology
Pooled Funds	To agree proposals for integrated commissioning 2018-19	Social Services
Implementation of Welsh Government Land Drainage Byelaws	Since undertaking the Flood Water Management Act 2010 Local Authorities have noted some powers are limited and other activities are not consented. To address this Welsh Government updated the Byelaws under Section 66 of the Land Drainage Act. This report seeks approval to implement these Land Drainage Byelaws as Recommended by Welsh Government.	Communities

11TH APRIL 2018	Key Issues	Service Area
CCBC Corporate Plan	The Corporate Plan sets out the Councils 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 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	Public Protection

Cabinet Forward Work Programme

Appendix 2

	publish by a specific date of no later than 31st March 2018.	
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

25TH APRIL 2018	Key Issues	Service Area
Programme for Procurement Page 19	<p>The Programme for Procurement sets out the Councils vision for developing and managing its third party expenditure in line with the Councils wellbeing objectives, Wales Procurement Policy and UK legislation.</p> <p>The Council is committed to ensuring it achieves value for money from its third party procurement expenditure – circa, £170,000,000 per annum. It also recognises the value of using procurement to support its wider Cultural, Social, Economic and Environmental objectives, in ways that offer real long-term benefits to the community it serves and the people of Wales, whilst balancing the issues of value for money</p>	Procurement

30TH MAY 2018	Key Issues	Service Area
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

Cabinet Forward Work Programme

Appendix 2

13TH JUNE 2018	Key Issues	Service Area
Equalities and Welsh Language Annual Reports	To update Members on the progress made during the financial year 2017/18 against targets in the Council's current Strategic Equality Plan and Welsh Language Scheme and seek Cabinet approval for submission of the annual monitoring and improvement reports to the relevant commissions before the deadline dates.	Policy
11TH JULY 2018	Key Issues	Service Area
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



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 26TH FEBRUARY 2018

SUBJECT: KEY STAGE 4 / KEY STAGE 5 PERFORMANCE 2017

REPORT BY: EDWARD PRYCE, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

- 1.1 To inform Members of pupil performance at Key Stage 4 (Age Range 14-16) and Key Stage 5 (Age Range 16-18).

2. SUMMARY

- 2.1 This report presents Members with the final published 2017 performance data for key stage 4 and 5.

3. LINKS TO STRATEGY

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

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

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

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

4. KEY STAGE 4 (AGE RANGE – 14-16)

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

Level 2 threshold including English or Welsh first language and best of mathematics/numeracy (L2+)	Learners must have gained level 2 qualifications in English or Welsh first language and in mathematics as part of their threshold of 5 Level 2 qualifications.
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Level 2 threshold (L2)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grade A* to C.
Level 1 threshold (L1)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grades D to G.
Core Subject Indicator (CSI)	When a pupil achieved each of English or Welsh, mathematics and science
Capped Points 9 (CP9)	Only includes the best nine results for each pupil from selected qualifications approved for use in Wales at age 16.
A*-C in English or Welsh first language GCSE	A*-C in English or Welsh first language GCSE
A*-C in mathematics/numeracy GCSE	A*-C in mathematics/numeracy GCSE
Level 2 qualification (equivalent to GCSE A*-C) in science	Level 2 qualification (equivalent to GCSE A*-C) in science

4.2 This year it is not possible to meaningfully compare regional or local authority results to previous years. This is due to significant revisions to examinations that means they focus in part on different skill sets and knowledge than in previous years. Despite this the region is already working with schools to track individual pupil performance over time. This will mean that school leaders and our local authorities are well positioned to gauge where schools are progressing well or where they may need additional support.

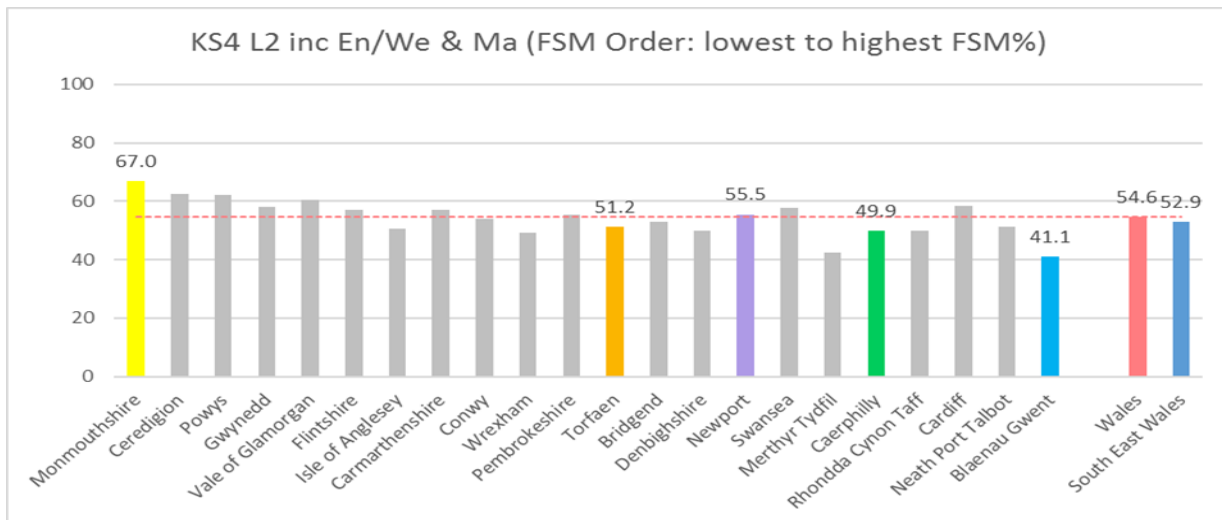
4.3 Communications from the examination awarding body and the regulator throughout this academic year indicated that this variability was to be expected, and this is reflected in regional results. As in previous years we have been talking to post-16 providers to ensure that no learner is disadvantaged and that they are provided with appropriate pathways following results.

4.4 Cohort Sizes

Cohort sizes (2017)	Number of pupils
All Pupils	1,966
Welsh Medium	201

4.5 Level 2 threshold inclusive of English/Welsh and Maths

The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 49.9%. Last year performance at this measure was 53.0%, so there has been a drop of 3.1pp. Across Wales performance fell by 5.6pp to 54.6%.



4.6 Performance against Targets

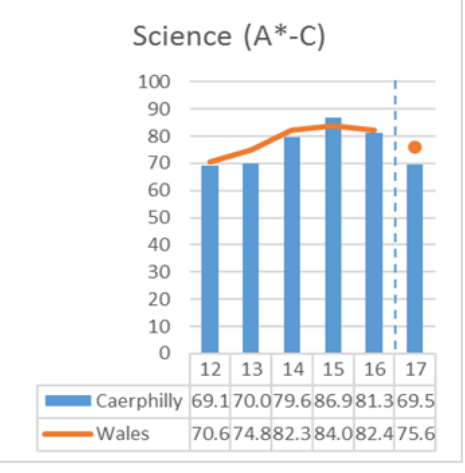
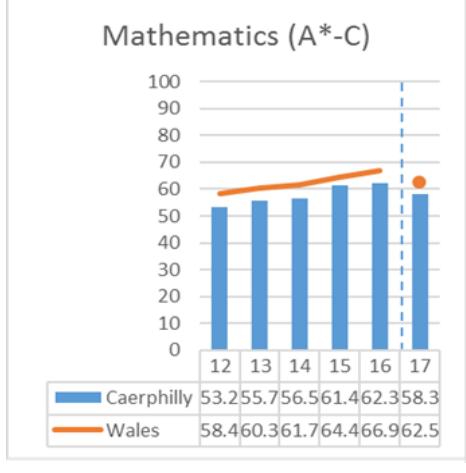
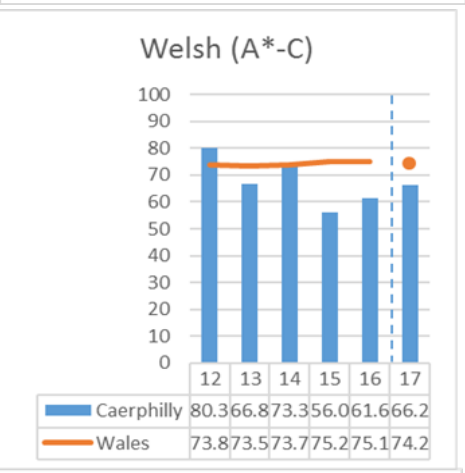
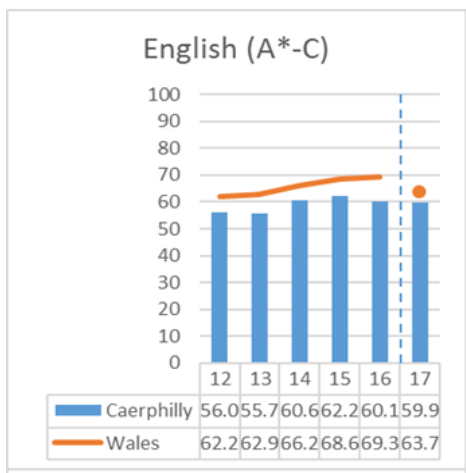
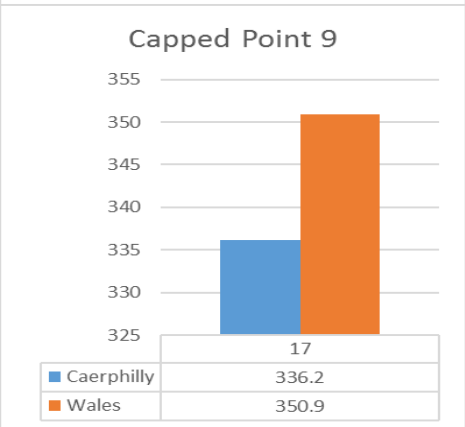
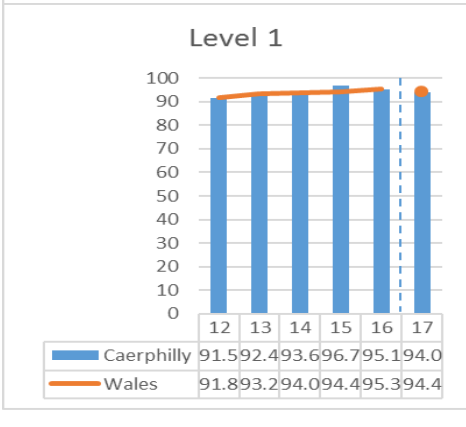
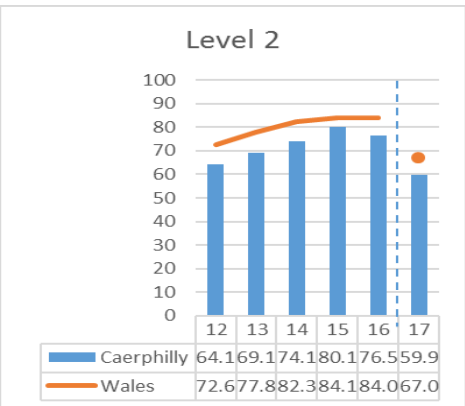
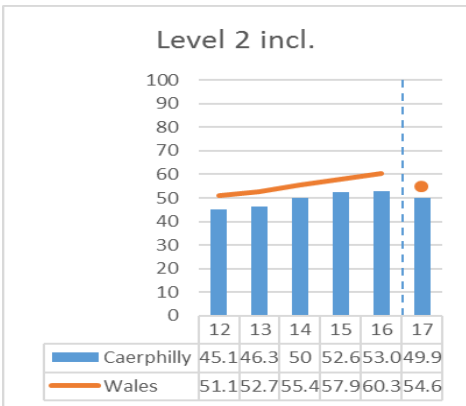
Schools set statutory targets in the Autumn term each year. During the year secondary schools report the progress they believe learners are making towards achieving target on 3 occasions. The last collection is in June. When comparing results against June predictions, out of the 13 secondary schools in Caerphilly, four schools performed in line or above prediction, two reported performance more than 10 percentage points (pp) below June prediction. Six schools reported performance within 5 pp of their June estimates (46%).

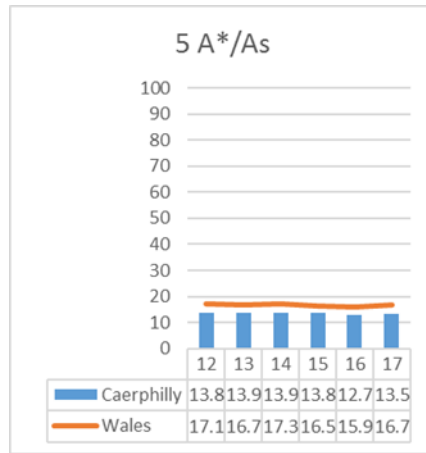
4.7 Free School Meals (FSM) Pupils - L2 inclusive threshold performance

4.8 L2 inclusive threshold performance of FSM pupils in 2017 has declined by 5.6 pp to 24.5%. The FSM/non FSM gap has widened by 0.8 pp. In comparison, the national FSM average declined by 7 pp from 35.6% to 28.6%, and the gap has also widened, so Caerphilly FSM gap is narrower than across Wales.

4.9 There were 4 schools with improved FSM performance this year.

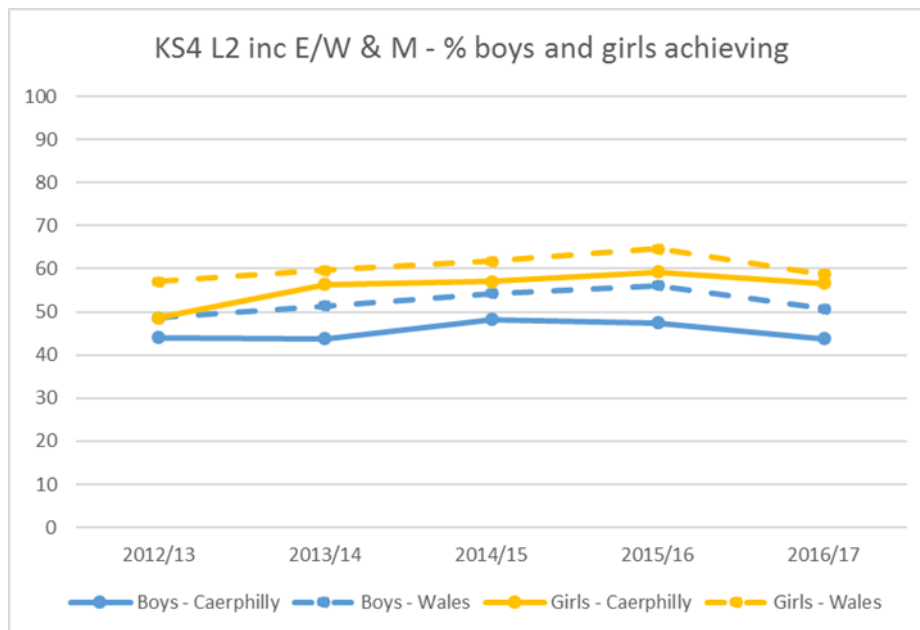
4.10 There were declines at all indicators except for 5A*/As. All indicators are still below the Wales average.





4.11 Gender Differences

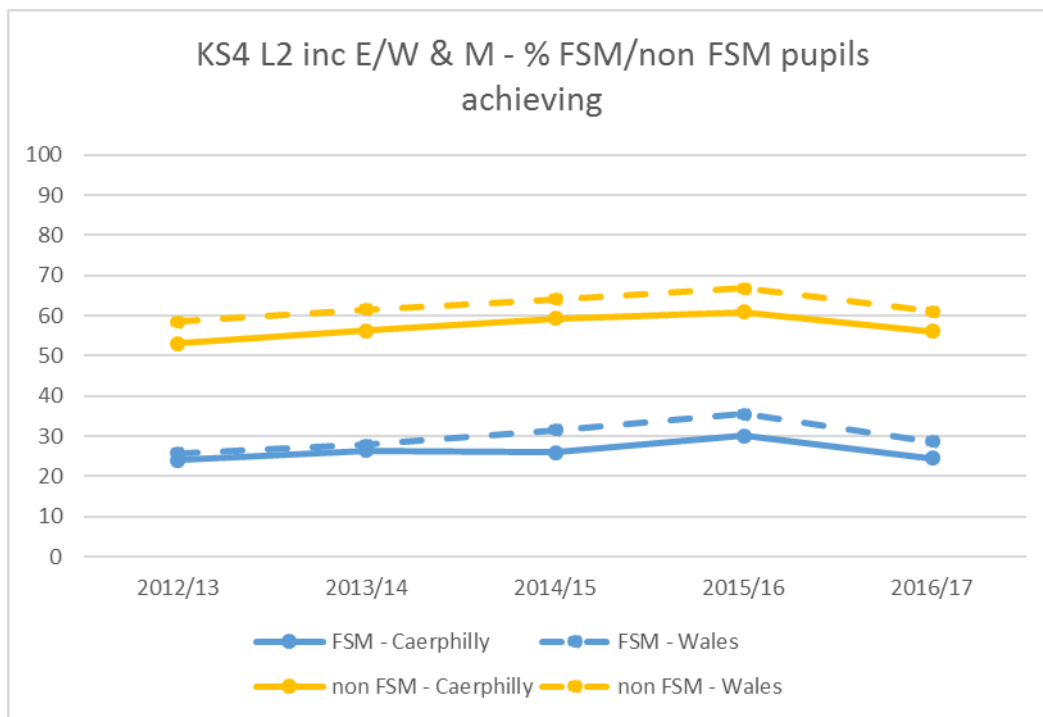
The gender gap in Caerphilly has fluctuated over the past 5 years, and for the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 12.8 percentage points, an increase from 11.8 percentage points in 2016, and remains above the Wales average of 8.1 percentage points. Performance of both boys and girls declined from 2016, but boys declined by more than girls.



KS4 L2 inc E/W & M (% achieving)	2012/13	2013/14	2014/15	2015/16	2016/17
Boys - Caerphilly	44.1	43.8	48.2	47.5	43.8
Boys - Wales	48.7	51.4	54.3	56.1	50.7
Girls - Caerphilly	48.6	56.4	57.0	59.3	56.6
Girls - Wales	57.0	59.7	61.8	64.7	58.8
Difference (boys% - girls%) -Caerphilly	-4.5	-12.6	-8.8	-11.8	-12.8
Difference (boys% - girls%) - Wales	-8.3	-8.3	-7.5	-8.6	-8.1

4.12 Performance of eFSM / non-eFSM Pupils

The FSM/non FSM gap widened in 2017 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 30.8pp gap in 2016 to a 31.6pp gap in 2016, which is below the Wales average of 32.4pp. The gap is still wider than it was in 2013 & 2014.



KS4 L2 inc E/W & M (% achieving)	2012/13	2013/14	2014/15	2015/16	2016/17
FSM - Caerphilly	24.1	26.5	25.9	30.1	24.5
FSM - Wales	25.8	27.8	31.6	35.6	28.6
non FSM - Caerphilly	53.0	56.3	59.3	60.9	56.1
non FSM - Wales	58.5	61.6	64.1	66.8	61.0
Difference (FSM% -non FSM%) - Caerphilly	-28.9	-29.8	-33.4	-30.8	-31.6
Difference (FSM% -non FSM%) - Wales	-32.7	-33.8	-32.5	-31.2	-32.4

NB: FSM figures for LAs may differ slightly from final published Welsh Government figures. This is because any FSM pupil movement from outside the region after PLASC will register FSM against that pupil in Welsh Government figures, but not in the figures generated below as we would not have this data in the region.

4.13 LA Rankings

Caerphilly's performance improved at L2 inc threshold, and in English, Welsh and maths.

	L2 inclusive	L2	L1	Capped Point 9	English	Welsh	Maths	Science
2017	18	20	15	17	17	16 (out of 18)	18	18
2016	21	19	14		21	18 (out of 18)	20	16

L2 inc Eng/Wel & Mat		Level 2 Threshold		Level 1 Threshold		Capped Points 9 Score	
Monmouthshire	67.0	Ceredigion	78.5	Carmarthenshire	97.7	Ceredigion	380.1
Ceredigion	62.4	Monmouthshire	77.3	Gwynedd	97.3	Vale of Glamorgan	374.3
Powys	62.2	Powys	74.3	Powys	96.4	Monmouthshire	368.1
Vale of Glamorgan	60.4	Vale of Glamorgan	73.8	Conwy	96.0	Powys	365.8
Cardiff	58.5	Carmarthenshire	72.6	Ceredigion	95.9	Gwynedd	365.8
Gwynedd	58.1	Gwynedd	70.0	Vale of Glamorgan	95.9	Swansea	361.1
Swansea	57.8	Cardiff	69.9	Swansea	95.4	Carmarthenshire	360.8
Carmarthenshire	57.2	Swansea	69.7	Isle of Anglesey	95.4	Cardiff	360.7
Flintshire	57.0	Bridgend	67.9	Merthyr Tydfil	95.0	Bridgend	356.9
Newport	55.5	Wales	67.0	Rhondda Cynon Taff	94.7	Conwy	351.0
Pembrokeshire	55.3	Conwy	66.8	Pembrokeshire	94.7	Wales	350.9
Wales	54.6	Pembrokeshire	66.0	Flintshire	94.6	Flintshire	346.8
Conwy	53.8	Flintshire	65.8	Wales	94.4	Rhondda Cynon Taff	346.1
Bridgend	53.0	Newport	65.3	Bridgend	94.1	Newport	345.0
South East Wales	52.9	Neath Port Talbot	65.2	Monmouthshire	94.1	Torfaen	341.9
Neath Port Talbot	51.4	Isle of Anglesey	64.5	Caerphilly	94.0	South East Wales	341.9
Torfaen	51.2	South East Wales	63.7	Wrexham	93.8	Pembrokeshire	340.4
Isle of Anglesey	50.5	Denbighshire	63.6	Neath Port Talbot	93.5	Neath Port Talbot	339.5
Denbighshire	50.0	Rhondda Cynon Taff	63.2	South East Wales	93.3	Caerphilly	336.2
Caerphilly	49.9	Torfaen	61.6	Cardiff	93.2	Isle of Anglesey	335.9
Rhondda Cynon Taff	49.8	Wrexham	60.4	Blaenau Gwent	92.8	Wrexham	335.6
Wrexham	49.3	Caerphilly	59.9	Torfaen	92.8	Denbighshire	333.9
Merthyr Tydfil	42.4	Blaenau Gwent	59.2	Newport	92.6	Merthyr Tydfil	326.8
Blaenau Gwent	41.1	Merthyr Tydfil	58.8	Denbighshire	90.2	Blaenau Gwent	320.4
A* - C English Language		A* - C Welsh 1st language		A* - C best of maths		L2 science	
Monmouthshire	74.6	Swansea	86.4	Monmouthshire	74.8	Vale of Glamorgan	90.0
Powys	73.2	Bridgend	83.8	Ceredigion	69.8	Ceredigion	86.9
Ceredigion	69.2	Cardiff	83.3	Powys	68.1	Cardiff	81.4
Vale of Glamorgan	69.2	Pembrokeshire	81.3	Flintshire	67.5	Flintshire	80.0
Carmarthenshire	68.6	Vale of Glamorgan	79.3	Vale of Glamorgan	67.3	Carmarthenshire	78.9
Swansea	66.7	Denbighshire	79.3	Cardiff	65.5	Rhondda Cynon Taff	78.6
Flintshire	66.5	Ceredigion	78.8	Swansea	65.0	Conwy	78.3
Cardiff	66.2	Rhondda Cynon Taff	74.7	Newport	64.3	Monmouthshire	78.1
Pembrokeshire	65.6	Wales	74.2	Carmarthenshire	64.2	Powys	76.9
Conwy	64.0	Torfaen	73.6	Gwynedd	62.9	Bridgend	75.7
Wales	63.7	Carmarthenshire	72.5	Pembrokeshire	62.7	Wales	75.6
Gwynedd	63.5	Neath Port Talbot	72.1	Wales	62.5	Swansea	75.6
Newport	62.9	Gwynedd	72.1	Conwy	62.2	Newport	74.2
Neath Port Talbot	62.7	Flintshire	71.9	South East Wales	61.5	Wrexham	73.6
South East Wales	62.3	Powys	71.1	Bridgend	61.2	Torfaen	72.8
Torfaen	61.8	Conwy	69.9	Torfaen	60.1	Gwynedd	72.8
Bridgend	61.5	South East Wales	68.9	Neath Port Talbot	59.4	Isle of Anglesey	72.3
Isle of Anglesey	60.0	Caerphilly	66.2	Rhondda Cynon Taff	59.3	South East Wales	72.0
Caerphilly	59.9	Isle of Anglesey	65.0	Denbighshire	58.4	Merthyr Tydfil	69.7
Denbighshire	59.2	Wrexham	60.2	Caerphilly	58.3	Caerphilly	69.5
Wrexham	57.9	Monmouthshire	-	Isle of Anglesey	58.0	Neath Port Talbot	67.1
Rhondda Cynon Taff	56.4	Newport	-	Wrexham	56.2	Denbighshire	66.8
Merthyr Tydfil	54.9	Blaenau Gwent	-	Blaenau Gwent	50.2	Blaenau Gwent	65.1
Blaenau Gwent	54.7	Merthyr Tydfil	-	Merthyr Tydfil	49.4	Pembrokeshire	64.9

4.14 Individual Schools

The table below presents the individual schools' data in order of Free School Meal eligibility (lowest to highest).

The benchmark quarter that the school was placed in for each indicator is colour coded. 1 – Dark Green, 2 – Light Green, 3- Amber, 4 – Red.

School	% L2 E,W+M			% L2			% L1			Capped Point 9	
	2015	2016	2017	2015	2016	2017	2015	2016	2017		2017
Ysgol Gyfun Cwm Rhymni	53.5	62.0	52.5	88.6	69.7	57.8	99.1	96.2	98.5		344.1
Newbridge School	64.6	60.6	58.0	93.3	93.9	68.4	100.0	97.5	98.3		386.4
St Martin's School	52.3	64.2	65.2	73.6	92.0	74.5	92.5	99.3	95.7		366.6
Islwyn High		51.1	45.1		83.4	48.9		95.5	91.8		307.1
Blackwood Comprehensive School	59.8	57.9	51.1	77.2	73.1	61.1	98.9	97.5	93.2		334.7
Lewis Girls' Comprehensive School	54.3	54.5	56.0	81.4	83.3	68.8	97.7	97.0	98.4		355.7
Lewis School Pengam	57.8	58.5	36.6	97.4	93.2	51.1	100.0	96.6	88.5		335.8
Bedwas High School	35.0	51.0	54.7	65.8	88.2	66.7	91.5	98.0	96.6		356.6
Cwmcarn High School	55.9	55.2	57.6	82.9	80.0	66.3	99.1	97.1	96.7		340.0
Heolddu Comprehensive School	48.9	44.3	40.4	64.9	58.2	55.3	96.8	99.2	97.4		324.9
St Cenydd School	50.0	41.9	45.5	72.7	68.8	58.8	97.1	94.6	95.2		323.3
Risca Community Comprehensive	44.0	56.8	53.0	72.0	75.7	62.1	96.0	97.3	97.0		346.5
Rhymney Comprehensive School,	42.9	49.6	44.3	80.0	66.9	56.4	99.3	99.2	89.9		310.8
Caerphilly	52.6	53.0	49.9	80.1	76.5	59.9	96.7	95.1	94.0		336.2
Wales	57.9	60.3	54.6	84.1	84.0	67.0	94.4	95.3	94.4		350.9

School	English (A*-C)			Welsh (A*-C)			Maths (A*-C)			% L2 Science		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Ysgol Gyfun Cwm Rhymni	61.8	62.8	71.1	56.0	61.6	66.2	58.8	72.2	56.9	96.5	65.4	73.5
Newbridge School	68.2	68.2	66.7				76.4	70.7	67.8	92.3	92.9	94.8
St Martin's School	63.8	70.1	67.1				61.5	73.7	74.5	85.1	93.4	88.8
Islwyn High		49.3	51.1					62.3	54.9		85.7	55.4
Blackwood Comprehensive School	74.5	70.1	60.5				63.0	61.4	60.5	87.5	75.6	64.7
Lewis Girls' Comprehensive School	66.7	70.5	69.6				61.2	55.3	60.0	85.3	87.9	73.6
Lewis School Pengam	62.9	58.5	42.0				68.1	73.5	51.9	96.6	90.5	47.3
Bedwas High School	37.6	53.9	66.7				51.3	70.6	62.4	76.1	81.4	76.1
Cwmcarn High School	73.0	67.6	69.6				61.3	61.9	64.1	97.3	98.1	48.9
Heolddu Comprehensive School	55.3	52.5	56.1				54.3	52.5	50.9	98.9	91.0	59.6
St Cenydd School	58.1	49.5	58.8				58.7	52.2	54.0	68.6	73.1	82.9
Risca Community Comprehensive	70.7	71.6	66.7				48.0	64.9	56.1	72.0	86.5	48.5
Rhymney Comprehensive School,	58.6	55.1	47.7				57.9	58.3	52.3	84.3	85.8	76.5
Caerphilly	62.2	60.1	59.9	56.0	61.6	66.2	61.4	62.3	58.3	86.9	81.3	69.5
Wales	68.6	69.3	63.7	75.2	75.1	74.2	64.4	66.9	62.5	84.0	82.4	75.6

4.15 Free School Meal Benchmark Summary

When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median has increased for all indicators and subjects except Welsh 1st language and science. There is only one Welsh medium secondary school, and performance has been in quarter 4 in each of the past 3 years. The number of schools in the bottom quarter has increased for science.



Individual school benchmark performance is presented in Appendix A.

4.16 Welsh Government Modelled Expectation

Caerphilly exceeded the LA benchmarks for performance modelled on FSM entitlement and actual performance at the Level 2 threshold including English/Welsh and mathematics. For capped point 9 Caerphilly narrowed the gap to 4.1 points below the expected achievement.

		2012	2013	2014	2015	2016	2017
Level 2 threshold including English/Welsh and maths	Actual	45	46	50.2	52.8	54.7	50.5
	Target	44	46	49.5	53.2	56.8	49.6
	Difference	1	0	0.7	-0.4	-2.1	0.9
Capped Average Wider Point Score (Capped 9 in 2017)	Actual	313	320	327.7	341.9	334.5	339.5
	Target	316	329	340.7	345.7	347.8	343.6
	Difference	-3	-9	-13	-3.8	-13.3	-4.1

4.17 LA – Key Stage 5 (Age Range 16-18) (Caerphilly LA Schools only)

Performance Data

Note: Welsh Government are considering new performance measures for future years, which have yet to be decided

Percentage of students achieving the level 3 threshold (a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grades A*-E)				
	2016	2017 Results Day	2017 Final SSSPs	Difference from 2016
Caerphilly	97.1	96.8	96.6	-0.5 ▼
South East Wales	97.9	97.2	96.4	-1.5 ▼
Wales	98.0		97.1	-0.9 ▼

Cohort size 2016 = 593, Cohort size 2017 = 440

- When vocational qualifications are taken into account and the Welsh Government's main indicator of post-16 performance, the Level 3 threshold, is considered, performance decreased slightly from 97.1% to 96.6%.
- This 0.5pp decrease is narrower than the 1.5pp decrease across the EAS region, and 0.9pp across Wales.

5. WELL-BEING OF FUTURE GENERATIONS

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

6. EQUALITIES IMPLICATIONS

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

7. FINANCIAL IMPLICATIONS

7.1 There are no specific financial implications.

8. PERSONNEL IMPLICATIONS

8.1 There are no specific personnel implications.

9. CONSULTATIONS

9.1 All comments have been reflected in the report.

10. RECOMMENDATIONS

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

11. REASONS FOR THE RECOMMENDATIONS

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

12. STATUTORY POWER

- 12.1 Children and Families Measure (Wales) 2010.
- 12.2 Schools Standards and Organisation (Wales) 2013.
- 12.3 Education Act 1996.
- 12.4 Wellbeing of Future Generations (Wales) 2015.
- 12.5 Schools Causing Concern 2013.

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Lynne Donovan, Acting Head of Human Resources and Organisational Development
Jane Southcombe, Financial Services Manager
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Appendices:
Appendix A Key Stage 4, School Benchmark Quarter Performance

Gadewir y dudalen hon yn wag yn fwriadol

Appendix A – Key Stage 4, School Benchmark Quarter Performance

	School Name	2014/15		2015/16		2016/17	
		% Pupils Achieving	Quarter	% Pupils Achieving	Quarter	% Pupils Achieving	Quarter
Level 2 threshold including English/Welsh and Maths	Bedwas	35.0	4	51.0	3	54.7	1
	Blackwood	59.8	1	57.9	2	51.1	1
	Cwmcarn	55.9	4	55.2	3	57.6	1
	Islwyn	53.6	2	51.1	3	40.4	4
	Heolddu	48.9	3	44.3	4	45.1	2
	Lewis Girls'	54.3	2	54.5	2	56.0	1
	Lewis School	57.8	1	58.5	2	36.6	4
	Newbridge School	64.6	2	60.6	2	58.0	2
	Rhymney	42.9	2	49.6	2	44.3	1
	Risca	44.0	4	56.8	2	53.0	1
	St Cenydd School	50.0	2	41.9	4	45.5	2
	St Martin'S School	52.3	2	64.2	1	65.2	1
	Ysgol Gyfun Cwm Rhymni	53.5	4	62.0	4	52.5	4
Level 2 threshold	Bedwas	65.8	4	88.2	2	66.7	1
	Blackwood	77.2	3	73.1	4	61.1	2
	Cwmcarn	82.9	4	80.0	4	66.3	1
	Islwyn	80.9	3	83.4	3	55.3	3
	Heolddu	64.9	4	58.2	4	48.9	4
	Lewis Girls'	81.4	3	83.3	3	68.8	1
	Lewis School	97.4	1	93.2	2	51.1	4
	Newbridge School	93.3	2	93.9	2	68.4	2
	Rhymney	80.0	3	66.9	4	56.4	2
	Risca	72.0	4	75.7	4	62.1	2
	St Cenydd School	72.7	4	68.8	4	58.8	3
	St Martin'S School	73.6	4	92.0	2	74.5	1
	Ysgol Gyfun Cwm Rhymni	88.6	3	69.7	4	57.8	4
Level 1 threshold	Bedwas	91.5	4	98.0	3	96.6	3
	Blackwood	98.9	2	97.5	3	93.2	4
	Cwmcarn	99.1	2	97.1	4	96.7	3
	Islwyn	93.2	4	95.5	4	97.4	2
	Heolddu	96.8	3	99.2	2	91.8	4
	Lewis Girls'	97.7	2	97.0	3	98.4	2
	Lewis School	100.0	1	96.6	4	88.5	4
	Newbridge School	100.0	1	97.5	4	98.3	2
	Rhymney	99.3	1	99.2	2	89.9	3
	Risca	96.0	3	97.3	3	97.0	2
	St Cenydd School	97.1	2	94.6	4	95.2	3
	St Martin'S School	92.5	4	99.3	2	95.7	4
	Ysgol Gyfun Cwm Rhymni	99.1	2	96.2	4	98.5	3
Capped Points Score (Capped Points 9 Score from 2016/17)	Bedwas	303.6	4	343.6	3	356.6	1
	Blackwood	344.9	2	328.5	4	334.7	3
	Cwmcarn	334.8	4	329.1	4	340.0	2
	Islwyn					324.9	4
	Heolddu	318.9	4	315.4	4	307.1	4
	Lewis Girls'	346.3	2	346.0	2	355.7	1
	Lewis School	363.3	1	345.7	3	335.8	2
	Newbridge School	379.0	1	357.3	2	386.4	1
	Rhymney	325.7	3	310.3	3	310.8	3
	Risca	336.8	3	327.2	4	346.5	2
	St Cenydd School	334.3	3	320.8	4	323.3	4
	St Martin'S School	330.1	3	370.5	1	366.6	2
	Ysgol Gyfun Cwm Rhymni	366.6	2	330.7	4	344.1	4

English	Bedwas	37.6	4	53.9	4	66.7	1
	Blackwood	74.5	1	70.1	2	60.5	1
	Cwmcarn	73.0	2	67.6	3	69.6	1
	Islwyn	57.9	4	57.0	4	56.1	2
	Heolddu	55.3	4	52.5	4	51.1	3
	Lewis Girls'	66.7	2	70.5	1	69.6	1
	Lewis School	62.9	2	58.5	3	42.0	4
	Newbridge School	68.2	3	68.2	3	66.7	2
	Rhymney	58.6	2	55.1	3	47.7	2
	Risca	70.7	1	71.6	1	66.7	1
	St Cenydd School	58.1	4	49.5	4	58.8	2
	St Martin'S School	63.8	2	70.1	2	67.1	2
	Ysgol Gyfun Cwm Rhymni	61.8	4	62.8	4	71.1	2
Welsh as 1st Language	Ysgol Gyfun Cwm Rhymni	56.0	4	61.6	4	66.2	4
Mathematics (Combined Mathematics from 2016/17)	Bedwas	51.3	4	70.6	1	62.4	1
	Blackwood	63.0	1	61.4	2	60.5	1
	Cwmcarn	61.3	4	61.9	4	64.1	1
	Islwyn	64.7	1	62.3	2	50.9	4
	Heolddu	54.3	3	52.5	4	54.9	2
	Lewis Girls'	61.2	2	55.3	3	60.0	2
	Lewis School	68.1	1	73.5	1	51.9	3
	Newbridge School	76.4	1	70.7	2	67.8	1
	Rhymney	57.9	1	58.3	1	52.3	2
	Risca	48.0	4	64.9	2	56.1	2
	St Cenydd School	58.7	2	52.2	4	54.0	3
	St Martin'S School	61.5	2	73.7	1	74.5	1
	Ysgol Gyfun Cwm Rhymni	58.8	4	72.2	3	56.9	4
Science	Bedwas	76.1	4	81.4	3	76.1	2
	Blackwood	87.5	2	75.6	3	64.7	3
	Cwmcarn	97.3	1	98.1	1	48.9	4
	Islwyn	88.1	2	85.7	3	59.6	3
	Heolddu	98.9	1	91.0	2	55.4	3
	Lewis Girls'	85.3	3	87.9	2	73.6	2
	Lewis School	96.6	1	90.5	2	47.3	4
	Newbridge School	92.3	2	92.9	2	94.8	1
	Rhymney	84.3	2	85.8	2	76.5	2
	Risca	72.0	4	86.5	3	48.5	4
	St Cenydd School	68.6	4	73.1	4	82.9	2
	St Martin'S School	85.1	3	93.4	1	88.8	1
	Ysgol Gyfun Cwm Rhymni	96.5	2	65.4	4	73.5	4



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 26TH FEBRUARY 2018

SUBJECT: EDUCATION CAPITAL 2018/19

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members on proposals for the 2018/19 Education Capital Programme, prior to consideration by Cabinet on 14th March 2018.

2. SUMMARY

- 2.1 The report identifies proposals for the allocation of Education Capital Budgets for the 2018/19 financial year in the context of the 3 year Capital Programme 2018/19 – 2020/21. This is subject to agreement of the budget by Special Council at its meeting on 22nd February 2018.

3. LINKS TO STRATEGY

- 3.1 The report considers the use of capital resources within Education to ensure the Council's key strategies are best achieved.
- 3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.
- 3.3 The report maximises our contribution to the Well-being Goals of the Well-being of Future Generations Act (Wales) 2015, as listed below:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and.
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

- 4.1 Special Council, at its meeting on 22 February 2018, are due to consider a medium term financial strategy 2018/19 - 2022/23. This includes a 3 year forward capital programme for Education, as follows:

<u>Scheme</u>	<u>2018/19</u> <u>£'000</u>	<u>2019/20</u> <u>£'000</u>	<u>2020/21</u> <u>£'000</u>
Additional Accommodation	223	223	223
Asset Management	595	595	595
Health & Safety	298	298	298
School Security	100	100	100
Boiler Replacement	218	218	218
	1,434	1,434	1,434

- 4.2 On 24 February 2015 Scrutiny members were made aware of the budgetary pressures being faced in the context of electrical rewiring works in schools.
- 4.3 A sum of £2m towards electrical rewiring works in schools was allocated from the agreed programme amount over the 3 year period 2014/15-2016/17, funded as follows:
- Asset Management £300k p.a. for 3 years = £900k
Health & Safety £300k p.a. in 2015/16 + 2016/17 = £600k
School Security and Boiler Replacement £250k p.a. in 2015/16 + 2016/17 = £500k.
- 4.4 These works are now at the completion stage and an underspend of circa £500k is currently predicted on this project.
- 4.5 The Council's Health and Safety team are currently in the process of updating Fire Risk Assessments in Schools. As a result of Grenfell there has been a greater focus on the type of build and the requirement to ensure adequate compartmentalisation in buildings. The Council's Health and Safety Team are working with the fire service in this regard. At this stage neither the full cost implications or the impacted schools are known. It is recommended that the underspend of £500k in 4.4 above be reserved for this use. This recommendation will be considered by Cabinet on 14th March 2018.
- 4.6 The proposals for the 2018/19 budget are outlined in detail below. Education colleagues have worked closely with both the Council's Health & Safety and Building Consultancy teams when determining the priority projects.
- 4.7 **Additional Accommodation £223k**
- 4.7.1 The annual capital allocation of £223k equates to circa 1 additional classroom per annum.
- 4.7.2 Due to the current and increasing demand for in-catchment places at Ystrad Mynach Primary School it is recommended that this sum, plus the 2019/20 allocation, be used to create a two storey classroom extension on the existing school site.

4.8 Asset Management £595k

4.8.1 The following schemes have been identified through consultation with Health and Safety, Property Services and relevant schools:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
<u>Primary</u>			
Cefn Fforest	Dry Rot	20	20
<u>Secondary</u>			
Heolddu	Fire Safety Works	249	249
Heolddu	Drainage	19	19
Lewis Girls	Heating Upgrade	39	39
St Cenydd	Fire Safety Works	134	134
St. Martins	Fire Safety Works	134	134
Total		595	595

4.9 Health & Safety £298k

4.9.1 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<u>50/50 Schemes</u>					
<u>Primary</u>					
Blackwood	Fire Safety	15	5	5	5
Bryn	Security – Perimeter Fencing	15	5	5	5
Cefn Fforest	Fire Doors	10	3.3	3.3	3.3
Coed y Brain	Fire Alarm	10	3.3	3.3	3.3
Cwmaber Junior	DDA Security	12	4	4	4
Glyngaer	Fire Doors	20	6.7	6.7	6.7
Graig y Rhacca	Fire Alarm & Emergency lighting	30	10	10	10
Hendre Junior	Toilets	30	15	15	
Machen	Emergency Lighting	10	3.3	3.3	3.3
Markham	Windows	20	10	10	
Phillipstown	Emergency Lighting	10	3.3	3.3	3.3
Tiryberth	Fire Safety	12	4	4	4
Trinant	Ceilings	30	15	15	
Ty Isaf	Toilets	15	7.5	7.5	
Waunfawr	Toilets	20	10	10	
YG Bro Sannan	Lift – Fire Safety	20	6.7	6.7	6.7
Y G Cwm Derwen	Toilets	30	15	15	
Y G Cwm Gwyddon	Fire Safety and Emergency Lighting	20	6.7	6.7	6.7
Y G Gilfach Fargoed	Fire Safety	20	6.7	6.7	6.7
Y G Y Castell	Toilets	30	15	15	
YG Trelyn	Emergency Lightings	10	3.3	3.3	3.3
<u>Secondary</u>					
Lewis Girls	Toilets	60	30	30	
Risca	Toilets	40	20	20	

100% LA funded					
Ystrad Mynach	Off site parking	60	60		
Total		549	268.8	208.8	71.3

*Rounding Differences

Figures shown are the gross scheme costs.

4.10 School Security £100k

4.10.1 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
50/50 Schemes					
Primary					
Fochriw	School Security	20	6.7	6.7	6.7
Glyngaer	Fencing	10	5	5	
Hengoed	CCTV	10	5	5	
Markham	Secure entrance & foyer area	12	4	4	4
Ty Isaf	CCTV	15	5	5	5
YG Y Castell	CCTV	15	7.5	7.5	
Secondary					
Idris Davies 3-18	CCTV	10	5	5	
Newbridge	Upgrade CCTV	30	10	10	10
St. Cenydd	Fencing	30	10	10	10
Trinity Fields	Security Doors in Pool Area	15	7.5	7.5	
Trinity Fields	Secure entrance & foyer area	15	5	5	5
Total		182	70.7	70.7	40.7

*Rounding differences

Figures shown are the gross scheme costs.

4.11 School Boiler Replacements £218k

4.11.1 The budget has been reduced to £153k in view of urgent works undertaken in 2017/18 on a replacement boiler at St Gwladys Primary School, Upper Rhymney Primary School and Ysgol Gymraeg Bro Allta.

4.11.2 There are 3 priority schemes identified from the remaining budget as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
Primary			
YG Y Castell	Renew Boiler	10	10
Secondary			
Heolddu	Heaters	60	60
Trinity Fields	Renew Boiler	83	83
Total		153	153

4.12 Revenue/Capital – to be funded from balances

4.12.1 The 2018/19 Budget Proposals remove the 50/50 scheme budget and proposes the use of LMS contingency balances in the sum of £830k to support the projects for the next three years.

4.12.2 Subject to approval to use these balances, it is proposed to utilise these monies to support schemes funded 50/50 with schools, as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<u>50/50 Schemes</u>					
<u>Primary</u>					
Abercarn	Pathways, fascia's and external door	20	10	10	
Cwm Aber Infants	Roofing Nursery Block	10	5	5	
Cwm Ifor	Culvert	15	7.5	7.5	
Derwendeg	Pathways	10	5	5	
Libanus	External Boundary Wall	15	7.5	7.5	
Maescywmmmer	Flooring	20	10	10	
Penllwyn	Windows & Doors	12	6	6	
Pontllanfraith	Refurbishments	30	15	15	
Rhiw-syr-Dafydd	Toilet Upgrade	40	20	20	
Rhiw-syr-Dafydd	New Nursery Kitchen Area	10	5	5	
St Gwladys	Replacement Fascias, Soffits and downpipes	20	10	10	
St. Helens RC	Fascias & Guttering	35.6	5	30.6	
Trinity Fields	Sensory Garden	25	12.5	12.5	
Twyn	Windows	20	10	10	
Ty Sign	Toilet Refurbishment	40	20	20	
Ynysddu	Pathways	10	5	5	
YG Cwm Gwyddon	Replacement Fascias and Guttering	15	7.5	7.5	
Ystrad Mynach	Replacement of Hall Floor	10	5	5	
Ystrad Mynach	Fencing and Groundwork	10	5	5	
Ystrad Mynach	Replace wall on access to school	10	5	5	
<u>Secondary</u>					
Heolddu	Roofing	30	15	15	
Lewis Girls	Heating Upgrades	20	10	10	
Idris Davies	Roofing	90	45	45	
Risca	Fire Doors	30	15	15	
St. Cenydd	Refurbishments	50	25	25	
St Martins	Removal of Watertank	20	10	10	
Total		617.6	296	321.6	

*Rounding Differences

Figures shown are the gross scheme costs.

4.12.3 The above proposals result in uncommitted sums of £29k against the Schools Security budget, £29k against Health & Safety budget and £34k for 50/50 projects. This will allow for any small project variations and any urgent in year bids.

5. EQUALITIES IMPLICATIONS

- 5.1 Many of the initiatives contained within the Education capital budget seek to address equality issues.
- 5.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled

pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

5.3 The specific proposals for 2018/19, where relevant, comply with the strategy.

6. WELL-BEING OF FUTURE GENERATIONS

6.1 The Welsh Government (WG) 21st Century Schools and Education Band A programme 2014-2019 has resulted in an investment of £56.5m in education within the County Borough. This has been funded 50% by WG and 50% by the Authority. There were 5 projects identified as part of the programme. Two are now complete, Islwyn High School which opened in July 2017, and Y Gwyndy Welsh Medium Secondary School which is an expansion of Ysgol Gyfun Cwm Rhymni in the Caerphilly Basin which also incorporated a New Primary School Ysgol Gynradd Gymraeg Caerffili. The Abertysswg/Pontlottyn Primary School Building, which is part of the Idris Davies 3 to 18 school opened in January 2018. These are state of the art 21st Century School developments. The extension of Newbridge School has recently started with completion scheduled for September 2018 and the final scheme invested £2M into a refurbishment project at Blackwood Comprehensive.

6.2 The Authority has recently submitted to WG their bid in relation to the 21st Century Schools Band B programme which will run from 2019 for a 5 year period and will focus on the improvement of the condition of school buildings, maximising community usage and ensuring the right schools in the right places.

7. FINANCIAL IMPLICATIONS

7.1 These have been outlined in the report.

7.2 The report sets out the present proposals for the 2018/19 financial year.

8. PERSONNEL IMPLICATIONS

8.1 No direct personnel implications.

9. CONSULTATIONS

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

10. RECOMMENDATIONS

10.1 To inform members on the proposals to utilise the Education capital budget for 2018/19 prior to consideration by Cabinet on 14th March 2018.

10.2 To seek members views on reserving the underspend on the School Electrical scheme project (Circa £500K) for the projected costs of structural Fire safety works that may be required as a result of the updated Fire Risk Assessments currently being undertaken in schools, as outlined in 4.5 above. This is due to be considered by Cabinet on 14th March 2018.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To ensure members are kept informed of the individual schools identified as part of the 2018/19 education capital programme.

12. STATUTORY POWER

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

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Lynne Donovan, Acting Head of Human Resources and Organisational Development
Jane Southcombe, Financial Services Manager
Mark Williams, Interim Head of Property Services
Andrew Young, Client Manager, Building Consultancy Services
Emma Townsend, Health & Safety Manager
Ros Roberts, Performance Manager

Background Papers:
17th Edition Electrical Works (Cabinet report 4 February 2015)

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE 26 FEBRUARY 2018

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN
2018-2021**

REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS.

1. PURPOSE OF REPORT

- 1.1 To seek members views on the draft EAS Business Plan 2018-2021 and the Local Authority Annex 2018-2019, prior to consideration by Cabinet.

2. SUMMARY

- 2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

3. LINKS TO STRATEGY

- 3.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- A prosperous Wales
 - A resilient Wales
 - A more equal Wales
 - A Wales of vibrant culture and thriving Welsh language
 - A globally responsible Wales

4. THE REPORT

- 4.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system

within and across schools and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

- 4.2 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.

Expected outcomes

- 4.3 The Business Plan is now in the process of consultation which will last until mid-February 2018. All feedback from the Caerphilly Scrutiny Committee will be considered and the final plan will be updated and shared with all LAs from March 2018 onwards. The final version of the Business Plan will commence on April 1st 2018.
- 4.4 The expected outcomes of the EAS Business Plan actions are noted in the success criteria section in Section 3 of the plan. These are ambitious and progress will be mapped against these. In addition, regional and Caerphilly pupil level targets and attendance targets are noted in Section 6 of the plan and later in this report. Members will be provided with update reports on progress made towards these targets at key points in the year.

Issues and Findings

Progress made towards EAS Business Plan 2017-2018

- 4.5 The progress made towards the Business Plan and LA Annexes is reported to The Joint Executive Group (JEG) and the EAS Company Board on a biannual basis. This is also complemented by a range of additional reports (such as pupil outcomes, progress towards targets information, regional value for money and progress of schools causing concern) that are shared with the above groups and also LA Education Scrutiny Committees and termly Challenge and Review events with Welsh Government Officers (with the Cabinet Secretary for Education in the autumn term event). This report is not intended to duplicate previous reports that have been provided and reports only against previous Business Plan priorities.
- 4.6 Section 2 of the Business Plan (Appendix A) highlights a summary of wider regional improvements over the last 12 months.
- 4.7 Appendix C details the mid-year review of the current Caerphilly Annex.
- 4.8 It is important to note that not all actions within the Business Plan will have an immediate impact on end of key stage outcomes. It is also important to note that outcomes cannot be attributed to solely to the work of the regional consortium as other partners in the system also play an important role. The role of school leaders and governing bodies in holding these leaders to account are a key factor in securing school improvement.

Current Business Plan Priority 2017-2018	Progress Judgement (October 2017)
1. Support for School Improvement	Satisfactory Progress
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress
4. Curriculum and Assessment	Satisfactory Progress
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer	Satisfactory Progress

Development	
6. The Self-Improving System (SIS)	Strong Progress
7. Wider Regional and EAS Company Developments	Strong Progress

The progress judgements made above are set against the success criteria contained within the Business Plan for 2017/2018. These judgements are made by the EAS using internal self-evaluation processes to gather a wide range of first hand evidence. All judgements are shared through the governance structures.

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

4.9 In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource Management	Good

4.10 Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations from a good baseline. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

4.11 The Estyn team considered a range of evidence including the consortium's business planning, evaluations, challenge advisers' reports, target setting procedures, risk assessments and the views of headteachers. Estyn does not plan to make any further follow-up visits to the EAS. Any remaining areas for improvement will be monitored informally by

Estyn's regional link inspector and the relevant local authority link inspectors, and considered during future inspections of local government education services.

- 4.12 Estyn noted in their report that "EAS senior managers make honest and accurate evaluations of the strengths and shortcomings in the school improvement activities that they provide for schools. They have a clear understanding of how to link the findings from self-evaluation activities to improvement planning."
- 4.13 The improvements that are required at regional and LA level will continue to require a strong commitment of partnership working to be successful with Caerphilly making full use of their statutory powers, as appropriate, and wider support services such as HR to ensure that all schools make improvements at the required pace.
- 4.14 School leaders in schools in Caerphilly requiring the most improvement will need to fully engage with the improvements that need to be made and, alongside governing bodies will need to drive forward this change at pace. The EAS will offer support and challenge through this process but will not be able to effect change on a whole level without the commitment from each tier within the system.

Implications

The South-East Wales Regional Mission: Business Plan (2018-2019)

- 4.15 This Business Plan focuses upon the actions that are required to accelerate improvement across the region and across all schools, PRUs, Special Schools and non-maintained nursery settings in Caerphilly. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019 (these will be updated and refined following the final version of the attached plan). The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.
- 4.16 The final version of the Business Plan will be supported by a range of supporting documents:
- Local Authority Annex documents April 2018-March 2019
 - Detailed Business Plan April 2018-March 2019
 - Detailed Resource Overview 2018-2019
 - Long Term 3-year Business Plan Overview
 - Regional Self-Evaluation Report
 - Regional Professional Learning Offer 2018-2019
 - EAS Risk Register (Executive Summary)
 - Self-Evaluation Timetable 2016-2018
- 4.17 The focus for improvement for 2018-2019 will continue to secure improvements in the following areas:
- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
 - To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
 - To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
 - Supporting schools to ensure the effective development of pupil skills at all phases.
 - Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
 - Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.

- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

- 4.18 Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:
- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
 - Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
 - Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.
- 4.19 The delivery elements within the plan are centred around 7 key Improvement Strands: Support for School Improvement, Professional Learning (Teaching and Leadership), Excellence, Equity and Wellbeing, Curriculum, Assessment and Accountability, Supporting Collaboration, Curriculum Reform and EAS Company Developments). Each of these strands detail 'What we will do' and a section that will be used to monitor progress against detailed success criteria 'How will we know we will have made progress by March 2019'
- 4.20 The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.
- 4.21 The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

- 4.22 The Business Plan targets in Section 6 are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.
- 4.23 To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.
- 4.24 The regional and LA targets for 2018 are final and Members will have had involvement with Directors in agreeing these. Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in autumn 2018. **The targets for Caerphilly schools can be found on pages 2-5 in the LA Annex 2018-2019 (Appendix B).**

LA Annex Documents

- 4.25 Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil level targets and attendance targets are also included.

A summary of overall pupil performance in Caerphilly LA

- Since 2014, attainment at Foundation Phase has been above the Wales average, although the rate of improvement is below that of Wales. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment declined at Key Stage 4, but at a slower rate of improvement than that across Wales. Performance is still below the Wales average, but the gap has narrowed from 2014 and 2016.
- Attainment at Key Stage 5 is stable, with the same level of attainment in 2017 as in 2014. Performance remains below Wales.
- Since 2014, attainment at Foundation Phase has been above the Wales average. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment at Key Stage 4 shows a faster rate of improvement than that across Wales. Performance is still below the Wales average, with the gap narrowing from 2014 and 2016.

Gender

- Between 2014 and 2017 the gender gap narrowed at FP, and was below the Wales gender gap.
- At KS2 the gender gap narrowed in this time, and is also below the Wales gender gap.
- Between 2014 and 2017 the gender gap narrowed at KS3, but is still wider than the Wales gender gap.
- At KS4 the gender gap is wider than Wales, and has widened between 2014 and 2017.

FSM

- At FP and KS2, the performance of FSM pupils in 2017 is above the Wales average. But the FSM/non FSM gap is above the gap for Wales and has grown since 2014.
- At KS3, performance of FSM pupils has been below the Wales average between 2014 and 2017, and despite the FSM/non FSM gap narrowing, it is still wider than the gap across Wales.
- At KS4 performance of FSM pupils remains below the Wales average. In 2017, the FSM/non FSM gap widened, but is narrower than across Wales. FSM pupil performance has declined since 2014 although non FSM performance has improved in this period.

FSM benchmarking quartiles

- At FP, 59% of schools are above the median for FPI. At KS2, 54% of schools are above the median for CSI. At KS3, 40% of schools are above the median for CSI. At KS4, 77% (10 out of 13 schools) are above the median for L2 inc.
- Blackwood, Risca, St Martin's, Lewis Girls', Rhymney, Bedwas and Cwmcarn are all in Quarter 1 for L2 inc
- Heolddu, Lewis School and Ysgol Cwm Rhymni are all in Quarter 4 for L2 inc.

Attendance/Exclusions

- Over the past 4 years, attendance at primary schools has increased by 0.3pp.
- Attendance at secondary schools has increased overall since 2014, but at a slower rate to that across Wales, and attendance is still below the Wales average.
- Unauthorised absence in primary schools has increased to 0.9% since 2014.
- At secondary schools, unauthorised absence has increased since 2014 from 1.4% to 2.1%. The Wales figure has remained stable between 1.3% and 1.4% in this time.

- Since 2013/14 there has been a significant rise overall at primary and secondary level for exclusions of 5 days or fewer
- Since 2013/14 there has been a significant increase at secondary level for exclusions of 6 days or more. It has been fairly stable at primary level.
- There has been 1 permanent exclusion from primary in 2016/17, although there were no permanent exclusions from primary schools in the past 4 years
- Secondary permanent exclusions
2013/14 - 14
2014/15 - 8
2015/16 - 14
2016/17 - 20

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has increased since 2014 to 80%. One school was deemed unsatisfactory in 2016/17. Increase in schools judged at least Good for prospects for improvement has increased to 93%.
- The percentage of primary schools categorised Green has almost doubled to 44% in 2017/18. One secondary school categorised Red, seven Amber, five Yellow (provisional and confidential).

Business Plan 2018-2021 is designed to address the areas required improvement noted above.

Risks

- 4.26 Risks to delivery of the Business Plan occur when the following points are not adhered to:
- There is a lack of clarity about respective roles and statutory responsibilities leading to misconceptions about the role of the EAS.
 - Agreed actions are not carried out in a timely manner by EAS and / or LA e.g. Schools Causing Concern Register actions
 - EAS and LA staff do not demonstrate a united front when dealing with schools, particularly those that give cause for concern.
 - Schools are not held to account in a timely manner using the existing mechanisms.
 - There is not consistent application of agreed regional protocols e.g. meeting deadlines for target setting, elected Members attending selected EIBs
 - Timely consideration is not given to the use of LA Statutory Powers e.g. low standards, attendance, exclusions, leadership
 - Full use is not made of the training offers to ensure that all Elected Members are up to date with key messages.
 - Full use is not made of consultation events to help shape the direction of the EAS.
- 4.27 Uncertain financial projections make it difficult to fully cost the Business Plan at this stage.
- 4.28 Continued changes in reporting arrangements and performance measures at KS4 for a number of subjects continues to present risks to LA and regional outcomes.
- 4.29 Limited impact of the work of the EAS in schools where underperformance in leadership is not challenged effectively.
- 4.30 The work of the EAS in improving outcomes for vulnerable learners will remain slow unless there is greater engagement with all key partners across LAs to ensure effective joint targeting of resources.
- 4.1 Officers from the EAS and Council are working together to ensure that these risks are minimised and mitigated.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report content (Education attainment) contributes to the Well being Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement.

6. EQUALITIES IMPLICATIONS

- 6.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan.

7. FINANCIAL IMPLICATIONS

- 7.1 The EAS was set up to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government (WG) Grants) and income generated from trading services to schools, which due to the notion of a self-improving school system has reduced overtime.
- 7.2 By way of context, the EAS has seen funding reductions in each of the areas noted above:
- A reduction in the EIG of 14% (since 2014 and a further potential 11.2% to the regional allocation which would equate to £192k reduction planned for EAS in 2018/2019);
 - A reduction in a WG grant to support new GCSE specifications of 50% which equates to £182k; and
 - A 92% reduction in trading income equating to £1.15m (since 2012 with a further £100k planned for 2018/2019). We do not intend reverting back to a trading organisation because we feel this compromises our legitimacy and is at odds with the strategic direction Members have asked for.
- 7.3 The service continues to be hampered by short term, ad hoc grant awards from Welsh Government. The EAS continues to manage staff changes and are now some 40% smaller in payroll staff than when the service started in 2012. Whilst this has been effectively managed to date it has been a contributing factor in increased cash contributions to the pension fund (£170k for the next two financial years). In addition, Members will be aware that the total regional EIG reduction for 2018/19 totals £3.028m. Whilst the detail surrounding this reduction is becoming clearer the regional position is still to be determined.
- 7.4 Over the past three financial years the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 3%. Following a recent meeting of the EAS Company Board the funding profile for 2018/2019 and indicative funding for the following 2 financial years was discussed. Taking all factors into consideration, the Company Board agreed that it can offer a 2% efficiency saving on last year's core funding contribution for 2018/19 and an indicative 2% efficiency for the next 2 financial years.

EAS 'As Is' Model Aug 2012	2014/15 (funding levels set by WG, based on RSG formula to LA)	2015/16	2016/17	2017/18	% Movement 2011/12 to 2017/18	2018/19 Efficiency Saving
		-3.4%	-3%	-3%		2.0%
1,187,541	1,169,666	1,129,897	1,096,000	1,063,120	-10%	1,041,858

7.5 These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS and councils. It is likely that the EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year. Considering this the Company Board will meet early January 2018 to formulate the detailed approach to this and will communicate with JEG Members as necessary

8. PERSONNEL IMPLICATIONS

8.1 There are no personnel implications.

9. CONSULTATIONS

9.1

- Education Achievement Service staff
- South East Wales Directors / Chief Education Officers and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Circulated to individual Local Authority Education Scrutiny Committees via Chief Education Officers / Directors in January 2017
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

10. RECOMMENDATIONS

10.1 For members to receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process, prior to the final draft being endorsed by Cabinet.

10.2 For members to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential, prior to the final draft being endorsed by Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

11.1 EAS are required to submit their Business Plan to Welsh Government and Cabinet are scheduled to approve it.

12. STATUTORY POWER

- 12.1 Local Government Acts 1972 and 2000
Children's Act 2004
Standards and Framework Act 1998

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Headteachers
SEWC Directors
Joint Education Group (JEG)

Appendices:

- Appendix 1 Education Achievement Service Business Plan 2018-2021
Appendix 2 Local Authority Specific Annex 2018-2019
Appendix 3 Local Authority Specific Annex 2017-2018 (for information only)

This is the draft version for consultation.
The final plan will be available in both Welsh and English.



The South-East Wales Regional Mission: Business Plan (2018-2021)

“Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership.”



The Education Achievement Service Business Plan has been through a thorough consultation process prior to agreeing the final version. The list of consultees is listed below:

- Education Achievement Service staff
- SEWC Directors and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

This Business Plan is the regional strategic plan for accelerating educational outcomes during 2018-2019. It has been agreed by each Local Authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

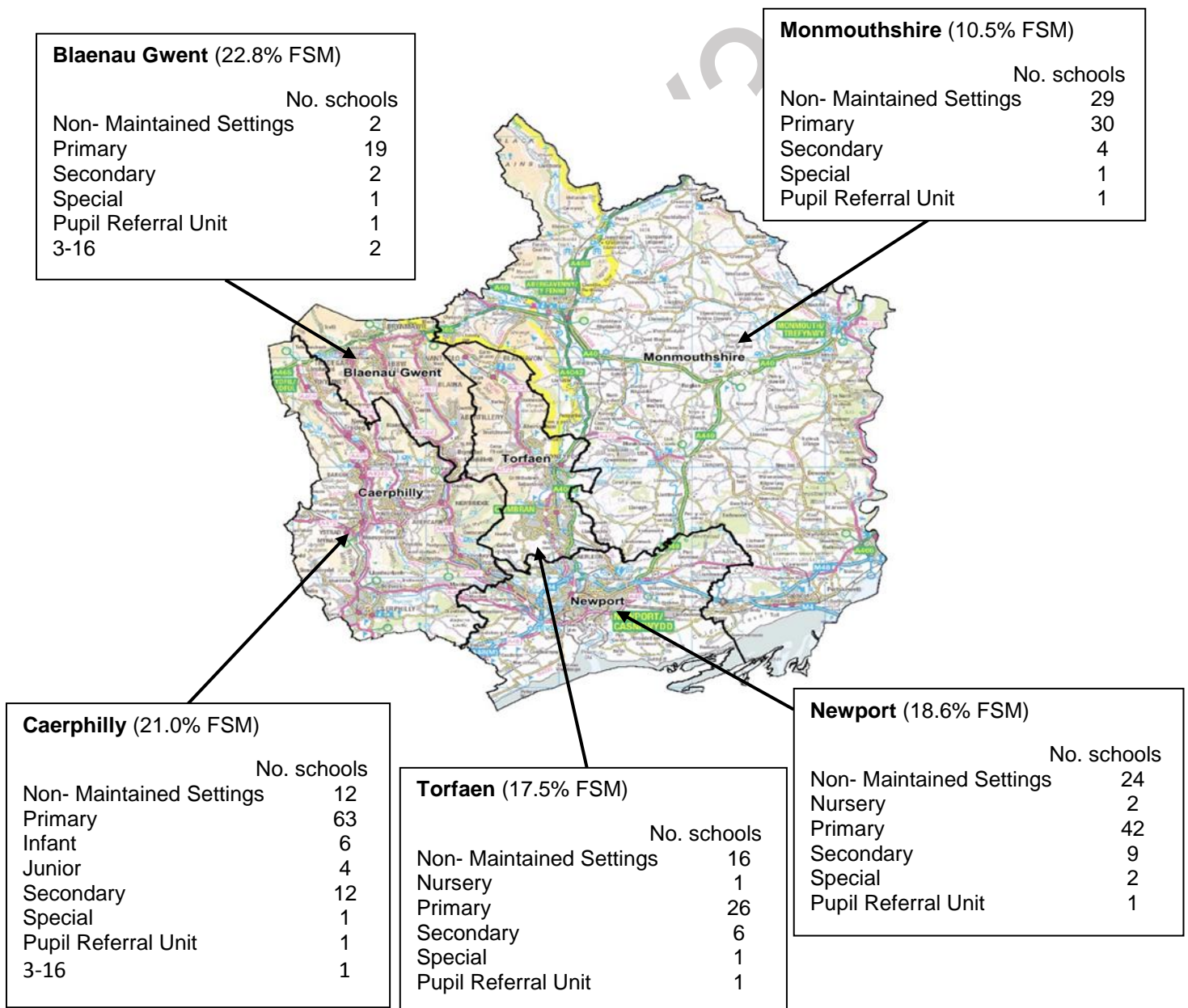
<p>Cllr R Jevons Chair of Education Achievement Service Company Board</p>	
<p>Cllr G Giles Chair of Joint Executive Group</p>	
<p>Mrs Lynette Jones Lead Director on behalf of South East Wales Directors Group</p>	
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1. Regional Context

The EAS is the school improvement service for the five Local Authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2017 was 71,234. This represents 19% of all pupils in Wales. There are 240 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from Jan 2018, Wales figure from PLASC, 2017). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.5%, which is higher than the national figure of 17.8%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2017). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5-15 from an ethnic minority background is 9.7%, an increase from 7.3% in 2013. This is a similar rate of increase to that nationally (10.1% from 8.3%). These overall figures mask significant differences between LAs, with the proportion of ethnic minority pupils in Newport increasing from 23.0% to 23.7% in 2017. As of March 2017, 816 children in the region are looked after (LAC) by a LA and attend a school in the region. This represents 14% of LAC in Wales.



2. Introduction

This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. Priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS. The improvements that are required at regional and Local Authority level require a strong commitment of partnership working to be successful.

Progress made toward EAS Business Plan 2017-2018

Business Plan Priority	Progress Judgement (October 2017)	Progress Judgement (March 2018) – to be updated
1.Support for School Improvement	Satisfactory Progress	
2.Pupil Wellbeing and Equity in Education	Satisfactory Progress	
3.Professional Learning: Pedagogy and Leadership	Satisfactory Progress	
4.Curriculum and Assessment	Satisfactory Progress	
5.Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress	
6.The Self-Improving System (SIS)	Strong Progress	
7.Wider Regional and EAS Company Developments	Strong Progress	

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource Management	Good

Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

Summary of wider regional improvements 2017-2018

Regional Outcomes
<ul style="list-style-type: none"> • Teacher Assessment outcomes at the end of foundation phase and key stage 2 at the expected and higher levels are good and continue to improve. Attainment has been above the Wales average since 2013. Teacher Assessment outcomes at the end of key stage 3 are improving but still remain below the Wales average. • The gender gap in both foundation phase and key stage 2 continues to narrow at the expected level and is below the Wales average. At key stage 3, the gender gap is narrowing however remains higher than the Wales average. At the higher levels, gender gaps have widened in foundation phase, key stage 2 and key stage 3. • FSM regional performance at the expected level has continued to improve at foundation phase and key stage 3 but declined at key stage 2 in 2017. Between 2014 and 2017, the gap between the attainment of FSM pupils and non-FSM pupils has narrowed at each of these key stages. • The performance of Looked After Children (LAC) pupils has improved considerably at key stage 3 from 2014. Performance of pupils with Special Educational Needs (SEN) and those with English as an additional language (EAL) has improved since 2014. • At key stage 4, this year it is not possible to meaningfully compare results to previous years. However, performance of the region compared to national performance is still relevant. At the L2+ performance indicator, performance across the region declined by 2.6pp, compared with a decline of 5.7pp across Wales. This has resulted in the gap between regional performance and national performance narrowing to 1.7pp. • At key stage 4, 13 out of 35 (37.1%) schools are placed in benchmark quarter 1 for the L2+ indicator. More schools are now able to predict pupil outcomes with greater accuracy, 19 out of 35 schools had L2+ performance within 5pp of their June progress estimate. • Overall performance at L2 English Language, L2 Welsh Language and A*-C grades in GCSE Science has improved. • Between 2014 and 2017, the gap between attainment of FSM pupils and non-FSM pupils for the L2+ has remained fairly static. The gender gap between girls and boys and the Wales averages are narrowing due to a larger decline in performance of these groups across Wales this year. • Regional performance of learners achieving 5A*/A grades has improved for the first time in 4 years. • Overall performance at the L3 threshold has declined slightly. The performance of boys is at the Wales average, performance of girls is 1.3pp below that of Wales. Performance at A*/A Grades across the region has declined overall between 2016 and 2017 by 2.7pp. • Over the past 4 years, attendance at primary schools has continued to improve. Despite secondary school attendance improving at a slightly faster rate than Wales, it remains below the Wales average. • The percentage of Year 11 leavers known to be NEET (Not in Education, Employment or Training) across the region has reduced at a faster rate of improvement than that made nationally, and is below the Wales average.

Provision

- There is a clear understanding of the respective roles of the LAs and the EAS in supporting school improvement across the region and the implementation of National Categorisation and the SEWC Intervention Framework of schools across the region has been applied consistently to ensure accurate levels of support are provided.
- The EAS has appropriate differentiated procedures for monitoring, challenging, supporting and intervening in schools and non-maintained settings which are applied more consistently and have resulted in the majority of schools and non-maintained settings making good progress. The processes for holding schools in a red category to account have been robust and well understood.
- Refined quality assurance protocols across the service are evidencing increasing consistency in practice and highlighting inconsistencies that need to be addressed.
- The quality and range of data from pupil level up that the consortium now uses is improving. The process of collecting progress towards pupil level targets now enables the CA team and subject specialist to support and challenge potential underperformance within the academic year.
- There is a clear and coherent regional strategy for the self-improving system. The region has made good progress in developing mechanisms to facilitate school-to-school support in key areas including the recent introduction of the Learning Network Schools and cluster working.
- The support for new curriculum specifications at key stage 4 in core subjects, Welsh Bacallaureate and the implementation of WG initiatives such as Successful Futures is good.
- Challenge advisers monitor diligently schools' plans for their use of the Pupil Development Grant. They ensure that the plans meet requirements and focus appropriately on improving outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage.
- There are good arrangements to identify the overall development needs of governors which are effectively met in most cases through a centrally delivered training programme.
- Specialist HR support has complemented and enhanced the provision that is already in place in LAs providing support and training for school leaders, disseminating regional policies and protocols.

Leadership

- The Business Plan sets out the regional strategic vision, aims and priorities aligned closely to WG guidance and key national, regional and local priorities with good progress has been made towards recommendations from Estyn.
- Self-evaluation and improvement planning processes are accurate, evaluative and balanced.
- A wider range of performance indicators at school and regional level are now being used in self-evaluation activity to ensure that the progress of all groups of learners is challenged and supported.
- Strategic leadership and management is good with an effective governance and communication structure, which is becoming increasingly effective.
- School strategic partnerships are good and continue to improve.
- Working practices with LAs are becoming increasingly effective in relation to schools causing concern.
- Where warning notices have been issued in LAs linked to standards, most schools have improved their performance.
- There are sound financial processes in place and processes to evaluate Value for Money (VFM) have been improved and refined and are now appropriate.
- Appropriate partnerships with other consortia have been forged with the main aims to improve provision and to raise standards for learners across the region.

The focus for improvement for 2018-2019 will focus on continuing to secure improvements in the following areas:

- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:



Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

A detailed three year overview is available within the additional support documentation.

3. The South-East Wales Regional Mission: Business Plan (2018-2019)

This Business Plan focuses upon the actions that are required to accelerate improvement across the region. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019. The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

Improvement Strand (Link to Education in Wales)	What will we do?	How will we know we will have made progress by March 2019? <i>(These are in addition to the pupil targets at regional and LA level in Section 6 and in Annexes)</i>
<p>A. Support for School Improvement</p> <div style="text-align: center;">  <p>1</p> </div> <div style="background-color: #4a4a9a; color: white; padding: 10px; text-align: center; margin-bottom: 20px;"> Developing a high-quality education profession. </div> <div style="text-align: center;">  <p>2</p> </div> <div style="background-color: #e64a9a; color: white; padding: 10px; text-align: center;"> Inspirational leaders working collaboratively to raise standards. </div>	<p>To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, More Able (MA) and LAC) and reduce the variance across schools and LAs through improving the quality of leadership, teaching and learning by:</p> <ul style="list-style-type: none"> • Ensuring that all schools and settings receive high quality bespoke support in line with their needs to accelerate progress and improve outcomes. • Further developing pupil level target setting and progress measures for all learners and groups of learners across all key stages using prior attainment information and WG modelled estimates where appropriate. • Collecting progress towards targets information through a differentiated approach, using a range of first hand evidence to verify submitted data. • Challenging the use and impact of early entry using models of best practice. • Supporting and challenging school level planning documents to ensure best use of grant spend so that maximum progress is made by all vulnerable groups of learners. • Reviewing the quality of provision at KS3 across the region, providing support to accelerate improvement, focusing on the development of pupils' skills in literacy, numeracy, IT and reducing within school variation. 	<ul style="list-style-type: none"> • All Challenge Advisers (CAs) will effectively implement the CA work programme for 2018-2019 and the Consortium Intervention Framework will be implemented consistently, ensuring that nearly all schools, including non-maintained settings make at least strong progress against the bespoke actions within support plans. • There will be a more consistent approach to the use of statutory powers across the region through the implementation of the Schools Causing Concern Register meetings. • L2+ regional achievement will be >60%. No secondary school will be below 45% at L2+. Around half of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+. The gap in performance between FSM and non-FSM learners for L2+ will continue to close, with the improvement of FSM learners. • >55% of secondary schools will be within 5% of their target set for the L2+. • Most secondary schools will use early entry appropriately for Y10 and Y11 learners. • Categorisation outcomes will evidence that schools require reduced support levels over time. <45% of secondary schools will require amber or red support levels for 2018-2019 with evidence of reduced levels of within school variation.

	<ul style="list-style-type: none"> • Continuing to work closely with LAs, through the implementation of the Schools Causing Concern Risk Register to ensure a more consistent approach to schools causing concern and the use of statutory powers to accelerate progress. • Implementing the regional Foundation Phase action plan in line with WG priorities. • Implementing the Post 16 Learning Action Plan. • Identifying and sharing examples of best practice across the region, focusing on effective support for vulnerable learners and measuring and improving learner well-being. 	<ul style="list-style-type: none"> • The number of schools placed in or remaining in Estyn statutory categories, particularly in the secondary phase, will reduce. • Most Grant Plans (PDG/EIG) meet requirements and focus appropriately on improving outcomes for vulnerable learners. The majority of secondary schools focus appropriately on meeting the target of 60% spend at KS3. • There are increased opportunities for primary and secondary schools to engage in school to school working through cluster working and networking opportunities that impact on pupil outcomes and develop leadership capacity. • Case studies of identified best practice will be created and shared across the region. • The regional approach to consistent target setting at key stage 5 using ALPS will be embedded. • At least satisfactory progress is being made to implementing the actions within the Regional Foundation Phase Action Plan. • At least satisfactory progress is being made to implementing the Post 16 Learning Action Plan.
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<p>B. Professional Learning</p> <p>1</p> <p>Developing a high-quality education profession.</p> <p>2</p> <p>Inspirational leaders working collaboratively to raise standards.</p>	<p>Review the current regional delivery model for professional learning in line with the national professional learning model so that it remains fit for purpose. Work in collaboration with EWC to ensure maximum impact of the PLP. Addressing the quality of teaching to improve learner outcomes by:</p> <ul style="list-style-type: none"> • Supporting teachers and school support staff so that they benefit from opportunities to improve the quality of their pedagogy and have opportunities for professional learning in a research-driven culture. • Supporting the adoption and implementation of new professional standards for all education professionals. • Improving the quality and consistency of teaching in the secondary phase by providing 	<ul style="list-style-type: none"> • A further shift in the balance away from centrally delivered programmes so that, during the year, all programmes have school-based components and measurably impact upon classroom practice. • The Excellence in Teaching and Leadership Framework will have been disseminated in nearly all clusters. • Most school leaders will have adopted the ETLF or an equivalent instrument that impacts effectively on improving the quality of teaching across schools. • A minority of secondary schools will improve the profile of teaching from the initial baseline within year one moving towards around half in year two. • There will be an increased take-up on professional learning
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schools with an initial profile of the quality of teaching which has been derived from a variety of sources and access to appropriate support.

- Improving the quality of teaching, especially for the realisation of the new curriculum using the new Excellence in Teaching and Leadership Framework (ETLF).
- Providing guidance to ensure that all teachers, including supply teachers, have access to an individual professional learning plan.
- Delivering at a regional level the induction programme for Newly Qualified Teachers (NQTs).
- Implementing a pilot scheme to prepare Welsh medium graduate support staff for teaching through the medium of Welsh (GTP route / PGCE) concludes with evidence of progression to Initial Teacher Education (ITE).
- Supporting LAs in the delivery of the cluster based pilot models for supply teachers and Business Managers.
- Supporting the national development and regional delivery of pathways for Learning Support Workers.
- Delivering Higher Level Teaching Assistant accreditation as part of the national development pathway for Learning Support Workers.
- Collaborating with HEI and ITE providers to ensure high quality initial education and readiness to enter the workforce.
- Continuing to work collaboratively with key partners to attract and retain high quality teachers through the #Discover Teaching campaign.

Ensure that Leaders at all levels across the region are well supported to develop and aspire colleagues and to work collaboratively to embed the new curriculum and improve outcomes for our learners by:

- Providing an extensive portfolio of leadership development opportunities available for the regional education community. To include: Middle Leader, Aspiring

programmes for pedagogy and leadership from the current baseline.

- A majority of schools will have engaged with teachers having access to individual professional learning plans.
- An improved impact capture methodology for professional learning on practice.
- Evaluative reports commissioned from Higher Education Institutions demonstrate the positive impact of the induction programme for NQTs.
- Increased numbers of applicants and successful candidates for Higher Level Teaching Assistant accreditation from the current baseline.
- A majority of schools will have participated in the professional learning programme for Learning Support Workers.
- ITE graduates will be better prepared to undertake their NQT process and enter the fully qualified workforce within the region.
- A regional succession plan for leadership will be created and agreed by LAs to ensure more effective recruitment and retention of high quality leaders across the region.
- Increase take up of NPQH by highest quality candidates and secure more effective conversion from NPQH accreditation to employment as Headteachers within the region.

	<p>Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher.</p> <ul style="list-style-type: none"> • Providing secondary school leaders opportunities to experience and learn from a range of successful settings within and beyond the region. • Providing specialist HR training for school leaders in areas such as effective performance management and addressing performance concerns are effectively implemented in schools. • Delivering the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship. • Embedding the use of the Excellence in Teaching and Leadership Framework across the region to maximise the impact of leadership on standards of teaching and learning. • Developing professional learning programmes that will satisfy accreditation processes of the National Academy for Educational Leadership. • To support the development and implementation of the Associates Programme for the National Academy for Educational Leadership. 	
	<p>The Governor Support & Development team will support and develop skilled, focused, effective governing bodies that work in partnership with School Leaders to raise standards by:</p> <ul style="list-style-type: none"> • Continuing to offer a Professional Learning Offer that includes the EAS Mandatory Training and Strategic Development Programme for Governors. • Making E-Learning available for each priority area from within the professional learning offer for governors. • Providing support to Governing Bodies that require improvement by sharing and promoting best practice. 	<ul style="list-style-type: none"> • Annual questionnaires for stakeholders deem the majority of governing bodies as effective by July 2019 • Increased numbers of governing bodies that complete the online Governing Body Self Evaluation (initial pilot 29%) to increase year on year. • Attendance at Mandatory Training and engagement in online Mandatory E-learning to remain in line with the annual turnover of governors (35% of governor population). • Increase engagement at Link Governor Seminar and on the Link Governor Hwb Network by 20%.

	<ul style="list-style-type: none"> • Disseminating the EAS Excellence in Governance Framework to ensure that all Governing Bodies are effectively challenging and supporting schools to improve. • Continuing to develop the effectiveness of priority Link Governors in improving outcomes for groups of learners by providing guidance on: More Able, Pupil Development Grant and Looked After Children. • Providing an effective clerking service to schools. 	<ul style="list-style-type: none"> • Governor awareness of the link role for deprivation via the annual questionnaire will raise from 78% to 82% and the role for More Able and Looked After Children will be no lower than 75%. • Maintain the percentage of governors agreeing that overall, they are satisfied with the service they receive from Governor Support at over 95%.
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<p>C. Excellence, Equity and Wellbeing</p> <p style="text-align: center;">3</p> <p>Strong and inclusive schools committed to excellence, equity and well-being.</p>	<p>Support the national approach and develop regional professional learning opportunities to ensure the success and well-being of every learner by:</p> <ul style="list-style-type: none"> • Developing a wellbeing toolkit using a wide range of data for vulnerable groups to identify school, LA and regional needs, sharing and improving practice. • Supporting schools and settings to improve their use of the Pupil Development Grant (PDG) and to develop more integrated approaches to reducing the impact of poverty on outcomes. • Working with key partners such as the Regional Equity and Wellbeing Strategy Group to provide a more coherent approach to the relationship between education provision and other services available to support schools in disadvantaged areas. • Maximising the impact of commissioned research on practice in relation to more vulnerable groups at school, LA and regional level. • Embedding the regional strategy for LAC. • Further refining the collaborative arrangements in place for Pupil Referral Units and Special Schools which are designed to improve the outcomes for these groups of learners. • Supporting schools to improve their work in measuring and improving learner wellbeing. 	<ul style="list-style-type: none"> • A majority of schools in year 1 will utilise the wellbeing toolkit to improve provision and more effective resourcing for vulnerable groups. • The regional More Able Strategy will be understood and implemented over a two-year period by all schools, leading to improved outcomes for learners. • Improved quality in PDG plans, especially in secondary schools with around half of plans in year 1 making the shift to proven approaches that lead to sustainable improvements in outcomes. • Most clusters access and make use, at school level of new professional learning opportunities in relation to ACEs. • An agreed definition of wellbeing will operate across many clusters in year 1. • Improved outcomes based upon the baseline from 2017 and uptake in university placements for learners within the SEREN programme.
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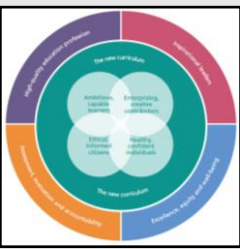
	<ul style="list-style-type: none"> • Building on the success of the Seren Network to embed the regional strategy to deliver improved outcomes for our more able learners at each key stage. • Expanding professional learning opportunities to enable key school practitioners to become more aware that the effect of Adverse Childhood Experiences (ACEs) can have on learners. • Working closely with key partners to support The Children’s Rights Approach to education. • Working with Regional Leads for Additional Learning Needs (ALN) to implement, as appropriate, professional learning for school based practitioners. • By working closely with LAs to support the implementation of Additional Learning Needs (ALN), attendance, exclusion and for those pupils Educated other than at school (EOTAS) strategies at school level. 	
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<p>D. Curriculum, Assessment and Accountability</p> <p style="text-align: center;">4</p> <p style="text-align: center;">Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</p>	<p>Robust delivery of support and challenge for identified departments leading to improvements in provision and outcomes.</p> <p>Schools are prepared to meet the curriculum and assessment demands in line with new accountability arrangements.</p> <p>Supporting schools to ensure the effective development of pupil skills at all phases.</p> <p>In collaboration with key partners refine the regional Welsh medium Education Strategy and continue to deliver on the key principles within the Global Futures Programme.</p> <p>To implement the Regional Strategy for Literacy and Numeracy in collaboration with key partners to accelerate outcomes at all key stages.</p>	<ul style="list-style-type: none"> • Most departments engage well with the regional support programmes leading to improvements in provision and outcomes. • By March 2019, all schools will have developed understanding of the emerging transformational curriculum coupled with a flexible approach to the changing performance measures. • A majority of schools make effective use of guidance materials for effective skills development at school level. • Increased numbers of practitioners enrolled onto language training events demonstrating improved confidence in language use. • Increased number of clusters with a member of staff trained to Higher Level through the one-year Welsh Language Sabbatical Scheme. • Increased proportion of Welsh medium teachers and support staff trained through the Sabbatical Scheme. • National Language Charter objectives will be met in all schools
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	<p>Refine and develop support for Skills Challenge Certificate/Welsh Baccalaureate.</p>	<p>(Silver Award) according to individual school timetables towards verification.</p> <ul style="list-style-type: none"> • Cymraeg Campus objectives (Bronze / Silver) met in all participating English medium schools. • Improved standards in Modern Foreign Languages (MFL) and increased numbers of young people choosing to study modern foreign language subjects at GCSE and A level. • Improved learning experiences of modern foreign languages for learners from 7-19. • Outcomes from the Excellence in mathematics and Science National Networks become embedded across the region. • Most schools will implement through their planning recommendations of the regional strategies for Literacy and Numeracy. • Regional average Skills Challenge Certificate results to be in line with the National Average (-4/+2 tolerance).
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<p>E. Supporting Collaboration</p> <p>4</p> <p>Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</p>	<p>Ensure that education professionals within the region can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential. We will achieve this by:</p> <ul style="list-style-type: none"> • Prioritising investment in clusters of schools to build capacity encouraging clusters to take collective ownership of outcomes, improve the quality of teaching and learning and develop the new curriculum. • Piloting a cluster based self-assessment and development tool across selected clusters to enable accurate assessment of needs. • Increasing opportunities for university-school engagement to support an increased research-engaged profession. • Supporting schools to develop as learning organisations (SLOs), enabling their capacity to adapt 	<ul style="list-style-type: none"> • A majority of cluster improvement plans are of a good quality focusing on shared data and a common commitment to collective working that enhances transition arrangements for learners. • The self-assessment cluster tool will be used effectively by 3 clusters as a pilot programme in year 1. • At least 12 comprehensive schools and 40 primary schools will have engaged in collaborative work with Higher Education Institutions. • by the end of the summer term 2018 to produce school level research on improving practice. • Outcomes of research will inform future design of provision for Learning network schools, the cluster model and bespoke support for departments. • All schools will have engaged with the SLO model within year 1 and a majority of schools will have completed a self-assessment in
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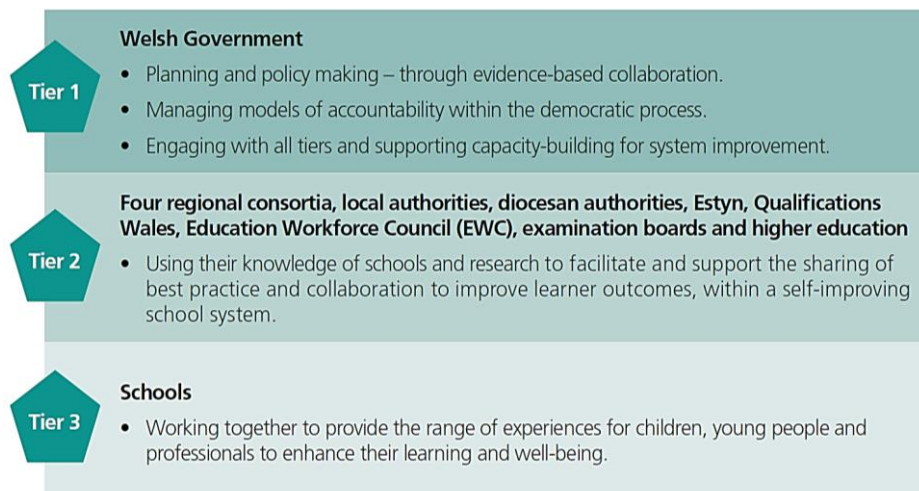
	<p>quickly and explore new approaches, with a means to improving learning and outcomes for their learners.</p> <ul style="list-style-type: none"> • Reviewing and refining the Learning Network School approach, the cluster model and the approach to supporting GCSE specification changes in partnership with a Higher Education Institution. • Developing further the school based peer enquiry model. • Working in partnership with Local Authorities to develop a model for school federations. • Continuing to work in partnership with other regions to realise delivery of pan regional plans. 	<p>relation to the OECD model for SLOs in year 2 to enable schools to become more effective learning organisations.</p> <ul style="list-style-type: none"> • A majority of clusters have examples of school based peer enquiry work in relation to curriculum development and professional learning. • Outcomes of pan-regional collaborative programmes covering leadership, pedagogy, assessment, performance measurement and Equity and Wellbeing will inform provision and future planning.
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<p>F. Curriculum Reform</p> 	<p>Support the development of a 'world-class curriculum' that will help raise standards for all in Wales by:</p> <ul style="list-style-type: none"> • Working with a partner Higher Education Institution to develop and deliver a focussed programme of professional learning that supports cluster based curriculum development. • Working in partnership with Welsh Government to lead the development of the Humanities Area of Learning and Experience (AoLE). • Continuing to provide support to and monitor the work of pioneer schools, providing opportunities for sharing of learning across the region. • Supporting schools, through effective brokerage in continuing to embed the Digital Competence Framework (DCF) and work realising the strategic aims of cracking the code. • Supporting schools trialling and testing of curriculum; planning and preparation for changes. 	<ul style="list-style-type: none"> • All schools will have a nominated lead practitioner for curriculum design and development, who will have worked through the professional learning programme. • Most clusters will have begun to develop principles for a collaborative approach to curriculum planning. • Humanities Area of Learning and Experience will be developed and tested through professional inquiry, in time for publication in the new Curriculum for Wales in March 2019. • All pioneer schools will pro-actively contribute to national AoLE development and the regional development programme. • DCF school survey to show most schools making good or better progress with implementing DCF. • Many schools will be actively engaged with Hwb platform. • Few schools receive Estyn recommendations to improve provision for ICT. • Many schools will be actively engaged with the 360 audit tool. • Identified clusters engage well with the Coding Club initiative.
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<p>G. Company Development</p>	<p>To improve the efficiency and effectiveness of the EAS by:</p> <ul style="list-style-type: none"> • Engaging fully with all consultation groups to ensure increased engagement with regional strategies. • Using of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported more fully. • Refining the funding processes and budget monitoring systems in line with the workforce strategy and regional need. • Introducing a regional Management Information System to enable more efficient of a range of data. • improving the process to evaluate the effectiveness of grant spend on pupil outcomes. • Ensuring that the EAS remains compliant with current and future legislative changes. • Ensuring governance and accountability structures are robust and that roles and responsibilities between the LA and EAS remain clear. • Engaging with any future changes to the National Model for regional working. • Learning from the other regions and sharing best practice in approaches to accelerating pupil outcomes. 	<ul style="list-style-type: none"> • The EAS remains compliant with Company Law. • There is a sustainable three-year financial plan in place. • Evaluating VFM at individual project level. • The majority of schools audited evidence effective use of grant money which will contribute to improved provision and outcomes for vulnerable learners. • A Management Information system will be implemented from September 2018 enabling a more refined use of data. • Performance Management systems remain robust and self-evaluation processes present an accurate picture of the region. • The governance and accountability structures are robust and roles and responsibilities between the LA and EAS remain clear. • Collaboration and learning from other regions demonstrate an impact on the provision and outcomes within the region.
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4. National and Regional Implementation Strategies

The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the Tiers, noted below, are embedded in way in which we will continue to work across the sectors.



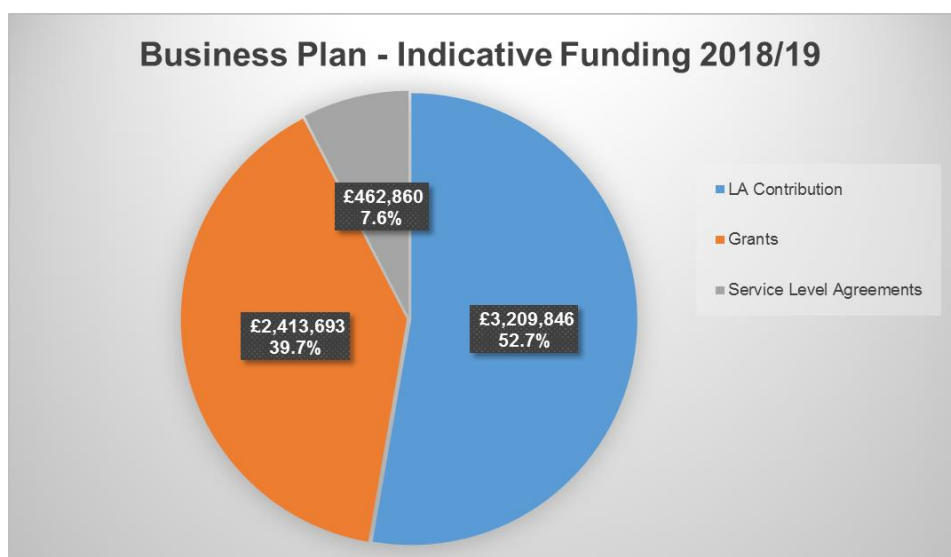
Source: *Education in Wales: Our National Mission*

The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

5. Funding Information (indicative – will be updated)

The EAS is funded on an annual basis from three sources as illustrated below. A detailed spending plan accompanies this Business Plan and is intrinsically linked to all actions contained within the Business Plan.



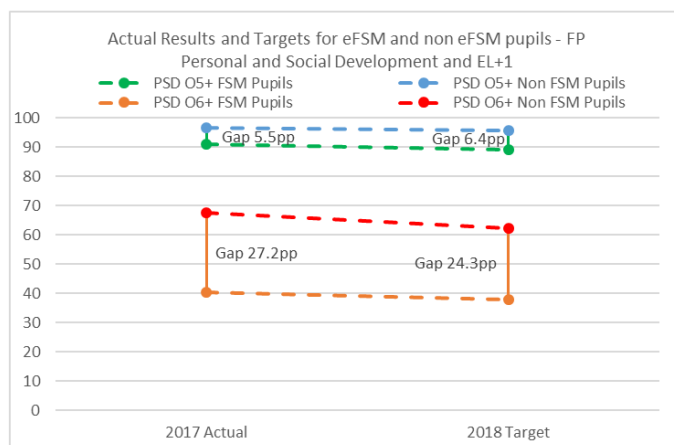
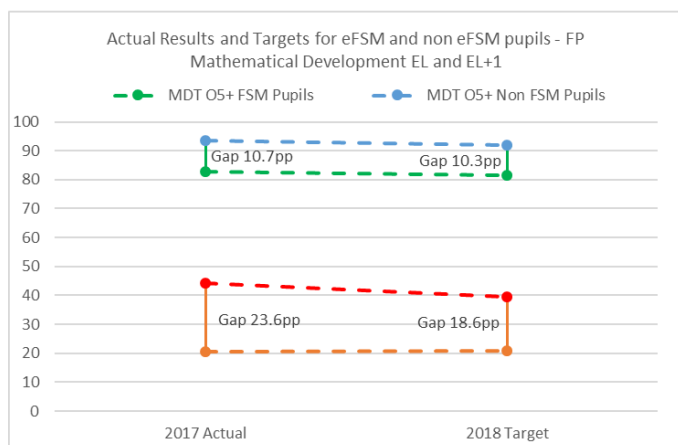
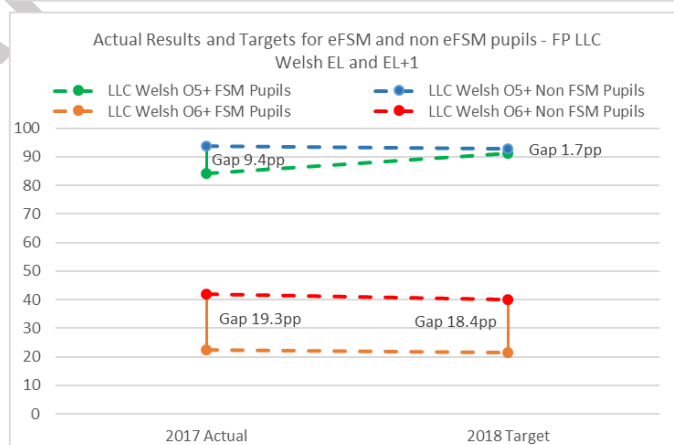
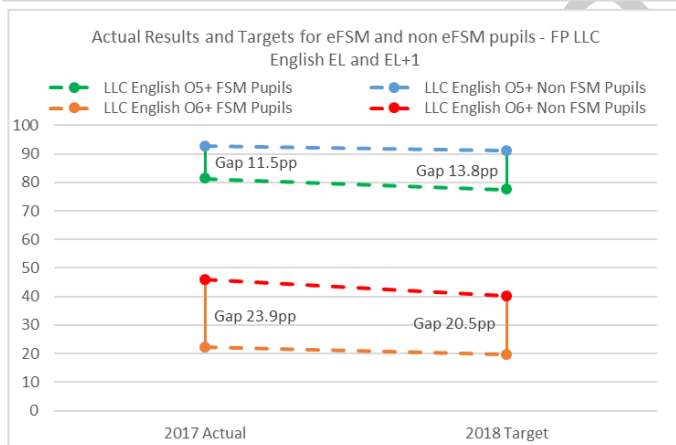
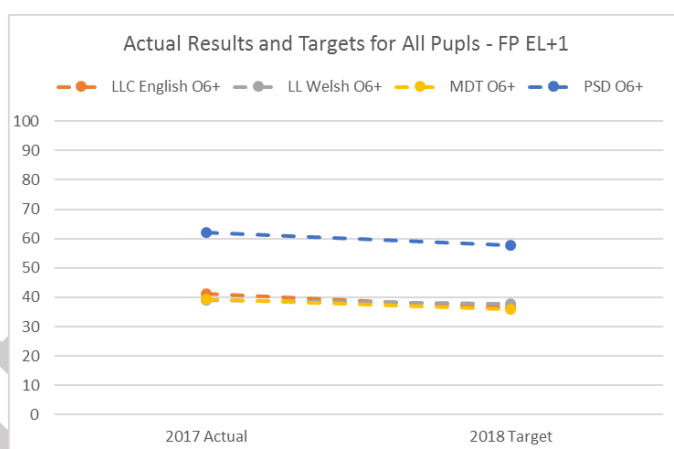
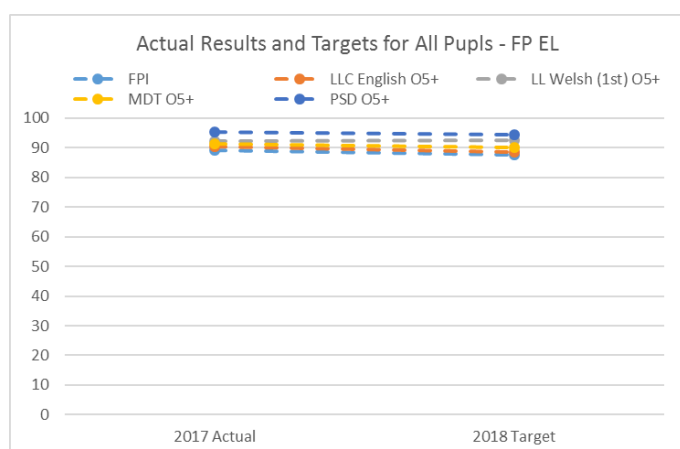
6. Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

The targets below are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

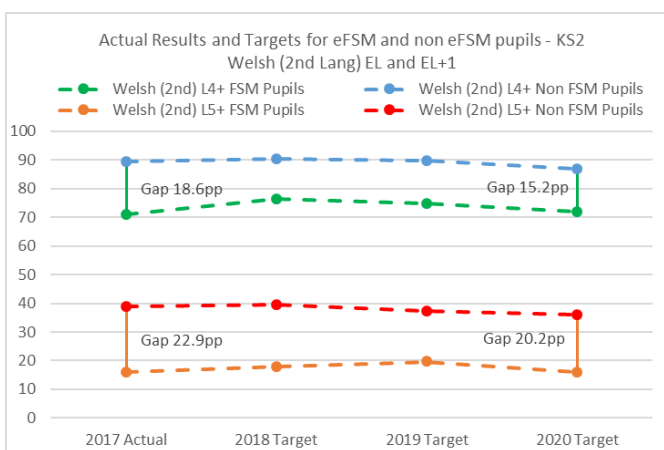
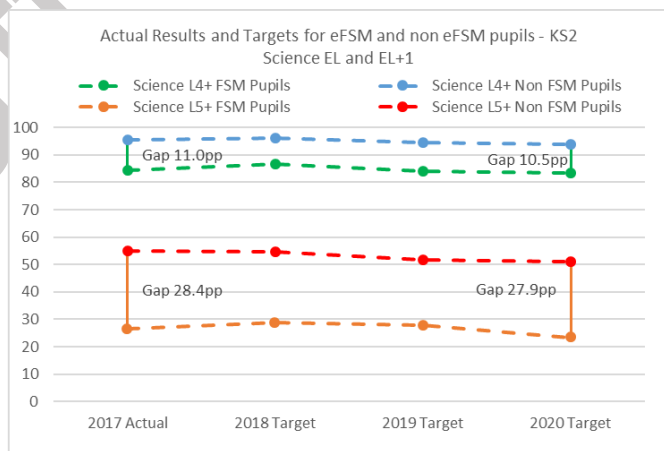
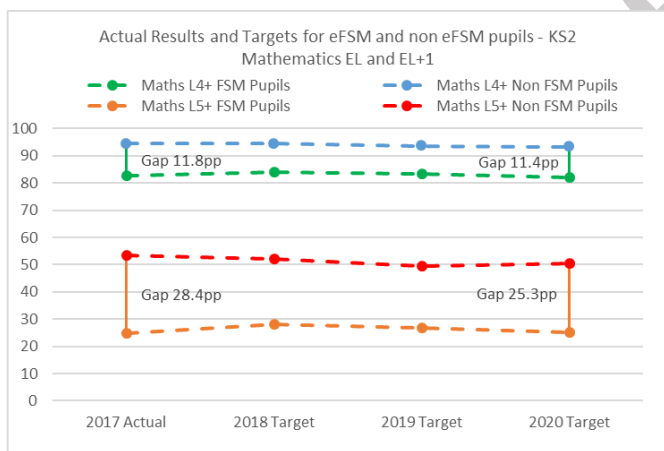
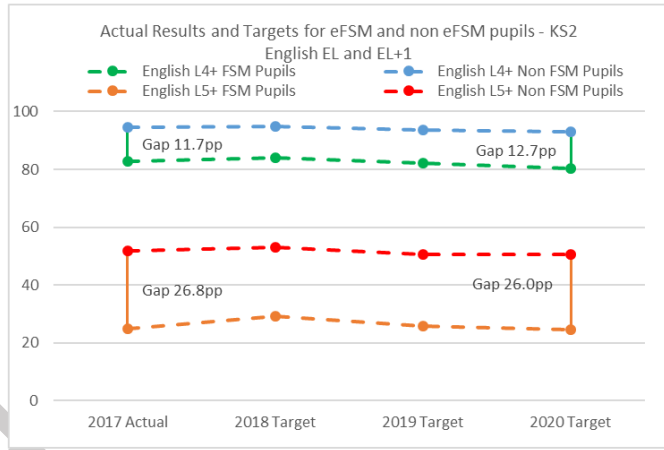
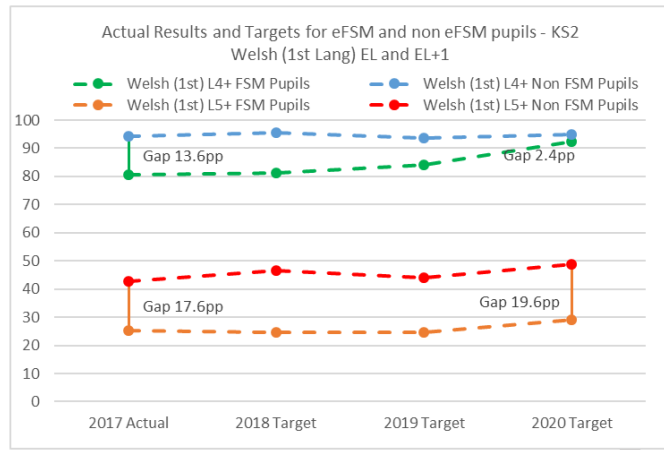
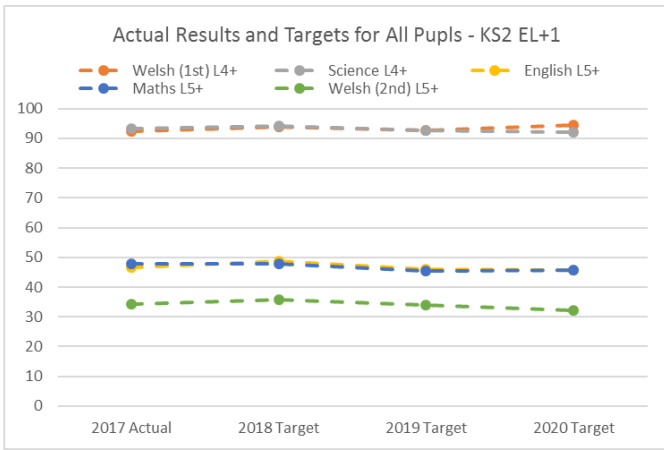
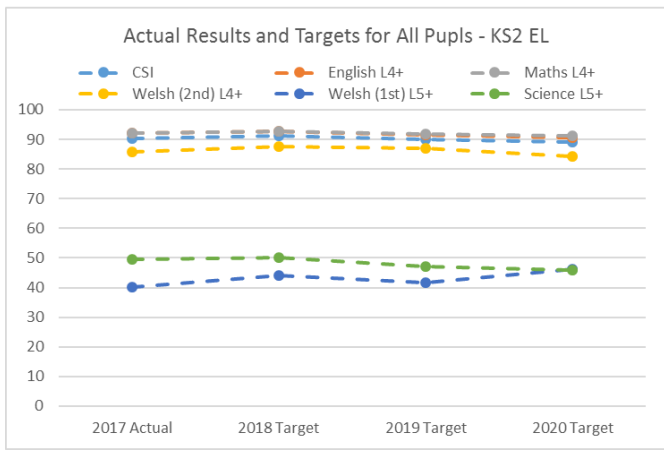
To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in 2018. Individual LA aggregate targets can be found in the accompanying LA Annex documents.

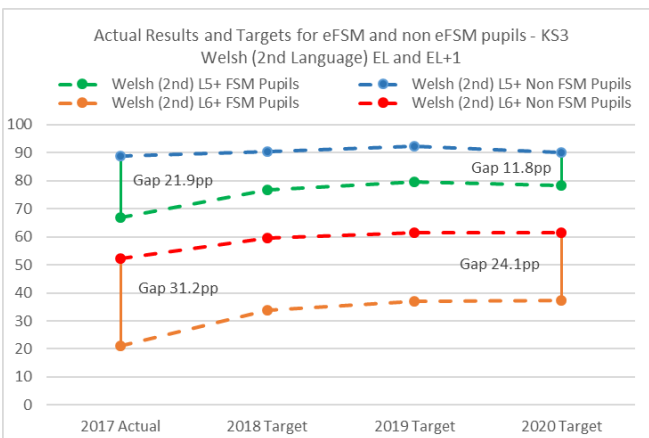
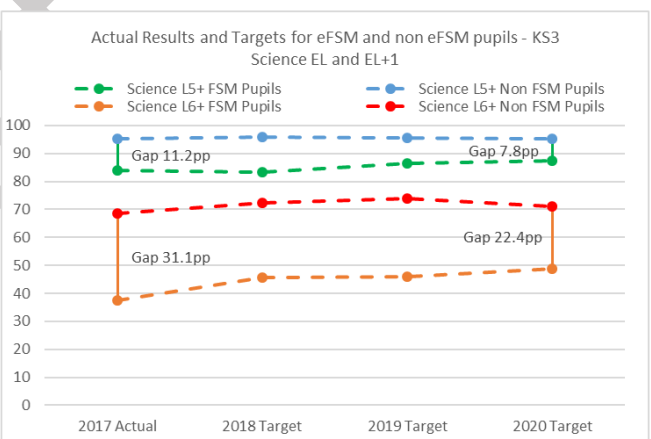
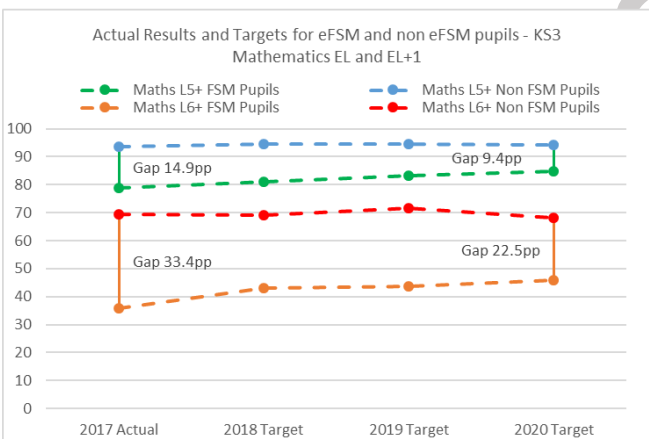
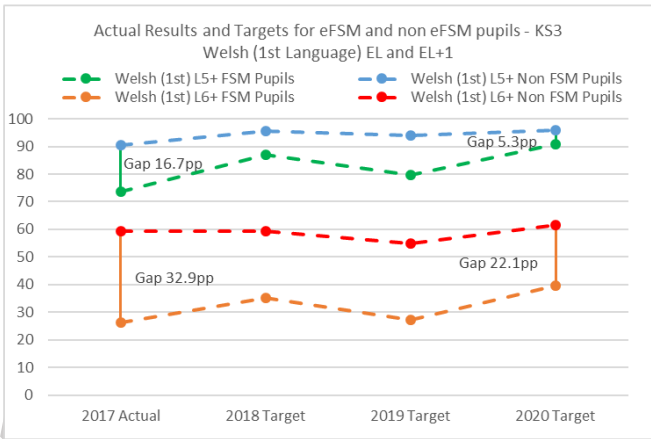
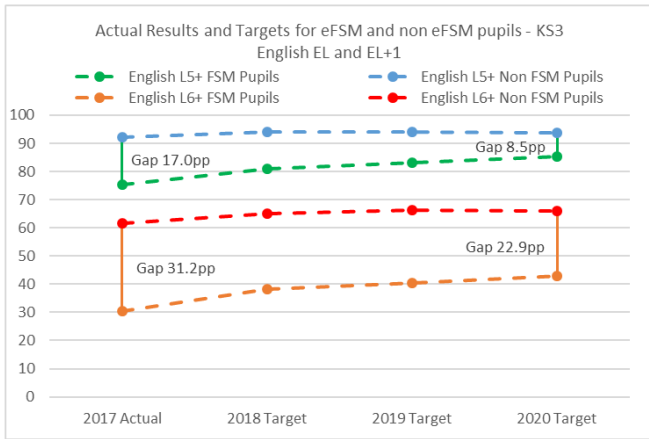
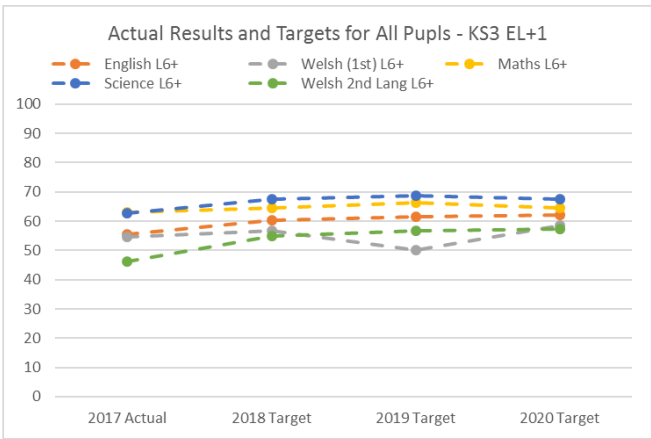
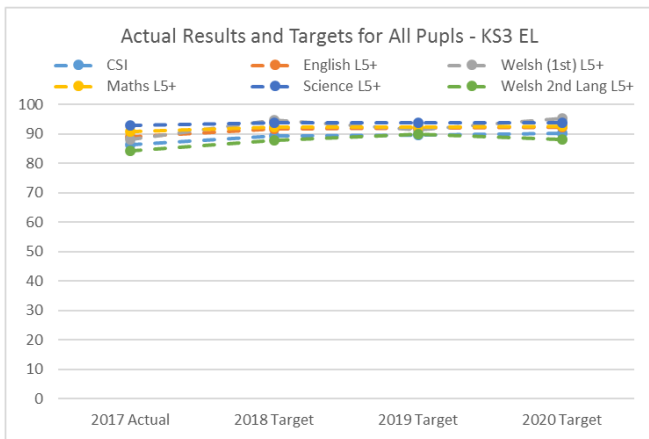
Foundation Phase



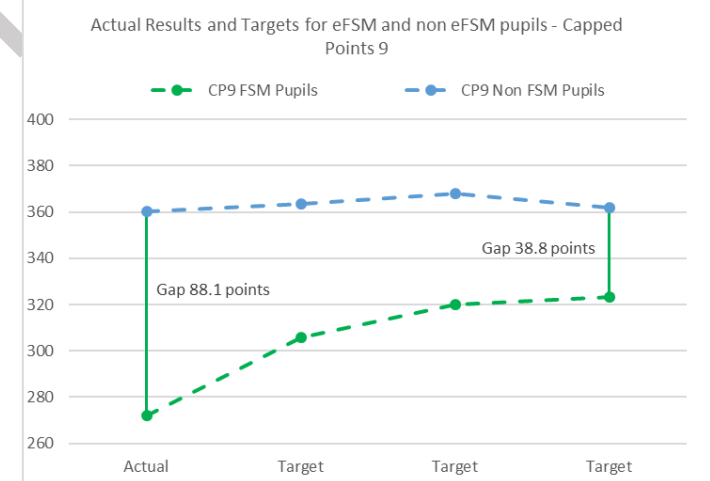
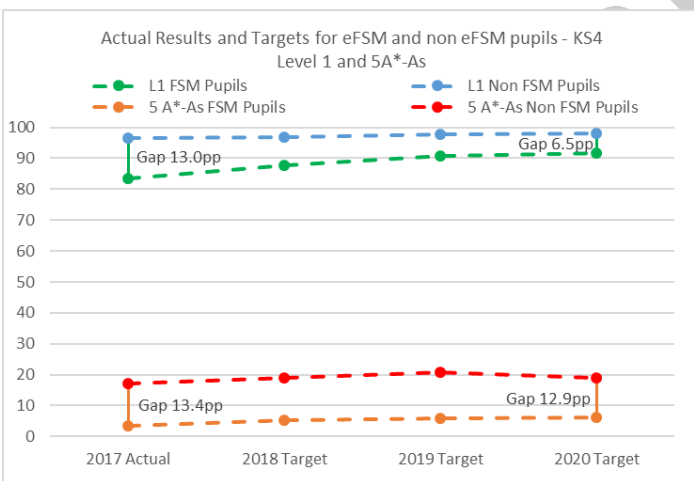
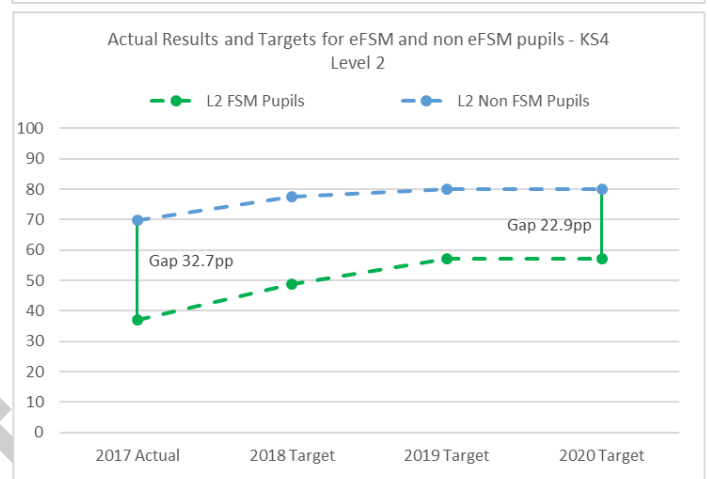
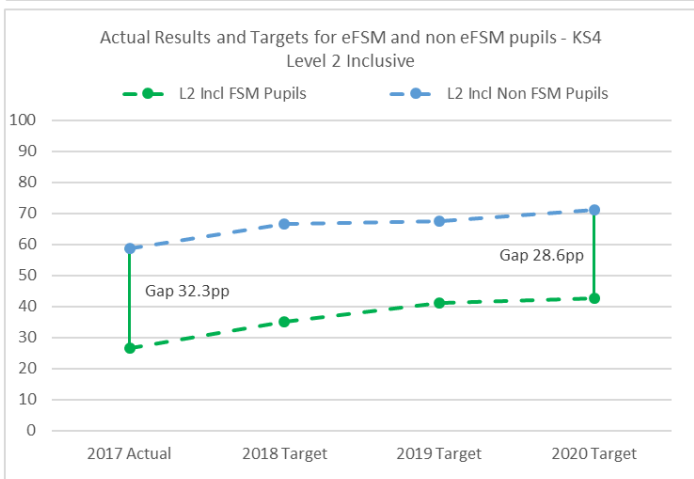
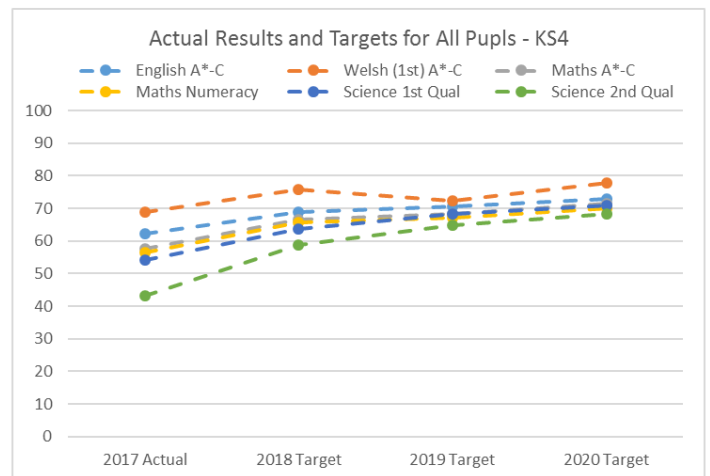
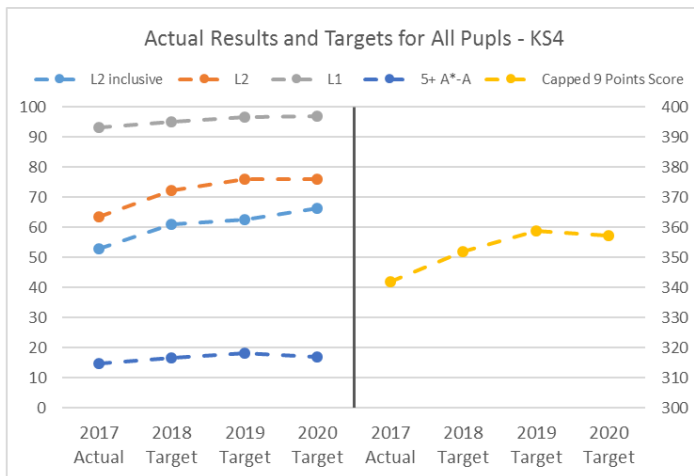
Key Stage 2



Key Stage 3



Key Stage 4



Local Authority Pupil Attendance Targets

Pupil Attendance				
Primary	2017 Actual	2018 Target	2019 Target	2020 Target
Blaenau Gwent	94.6	94.9	95.0	95.1
Caerphilly	94.7	95.1	95.2	95.3
Monmouthshire	95.6	96.2	96.2	96.2
Newport	94.7	94.8	94.9	95.0
Torfaen	94.6	96.0	96.0	96.5

Pupil Attendance				
Secondary	2017 Actual	2018 Target	2019 Target	2020 Target
Blaenau Gwent	93.7	94.5	94.7	95.0
Caerphilly	93.3	94.2	94.3	94.4
Monmouthshire	95.0	95.2	95.25	95.3
Newport	93.6	93.8	94.0	94.1
Torfaen	93.7	95.0	95.0	95.5

7. Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2018-2019
2	Detailed Business Plan April 2018-2019
3	Detailed Resource Overview 2018-2019
4	Long Term 3-year Business Plan Overview 2019 - 2021
5	Regional Self-Evaluation Report
6	EAS Risk Register
8	Self-Evaluation Timetable 2016-2018
9	Regional Professional Learning Offer 2018-2019
10	Estyn Inspection Reports (May 2016 and September 2017)

Draft V3

8. Glossary of Key Terms

ACE	Adverse Childhood Experience
ALPS	Advanced level performance system (used for A levels)
AoLE	Area of Learning and Experience from the new curriculum
DCF	Digital Competence Framework
EAL	English as an additional language
EAS	Education Achievement Service
eFSM	Eligible Free School Meals
ETLF	EAS Excellence in Teaching and Leadership Framework
EOTAS	Education Other Than At School
EY	Early Years
FP	Foundation Phase (Curriculum year groups Yr 1 and Yr 2)
FSM	Free School Meals
GTP	Graduate Teacher Programme
HEI	Higher Education Institution
HR	Human Resource
ITE	Initial Teacher Education
KS2,3,4	Key Stage 2, 3, 4 (KS2 age 7 – 11 “Juniors”, KS3 age 11- 14, KS4 age 14 - 16)
LA	Local Authority
LAC	Looked after Children
LLC	Languages, Literacy and Communication
LLC Cym	Languages, Literacy and Communication - Cymraeg
LLC Eng	Languages, Literacy and Communication - English
MA	More Able learners
MAT	More Able and Talented
MD	Mathematical Development
NC	National Curriculum
NPQH	National Professional Qualification for Headship
NMS	Non- maintained Nursery Setting
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Annual School Census
PLO	Professional Learning Offer
PSD	Personal and Social Development
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizenship)
SIS	Self-Improving System
SEN	Special Educational Needs
SEWC	South East Wales Consortium
SEREN	Network of regional hubs designed to support Wales’ brightest 6 form students to achieve their academic potential and to gain access to leading universities.
SLO	Schools and Learning Organisations
STEM	Science, Technology, Engineering and Mathematics
VFM	Value for Money
WG	Welsh Government

Expected National Curriculum Levels	<p>By the end of the Foundation Phase, at the age of seven, pupils are expected to reach Foundation Phase outcome 5 and the more able outcome 6.</p> <p>By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.</p> <p>By the end of the key stage 3, at the age of fourteen, learners are expected to reach level 5 and the more able to reach level 6 or level 7</p>
Foundation Phase Indicator (FPI)	<p>Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6). The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase: literacy, language and communication in English or Welsh first language; mathematical development; personal and social development, wellbeing and cultural diversity. Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.</p>
Core Subject Indicator (CSI) in key stages 2,3 and 4	<p>The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.</p>

Level 1 qualification	The equivalent of a GCSE at grade D to G.
The Level 1 threshold (L1)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grades D to G.
Level 2 qualification	The equivalent of a GCSE at grade A* to C.
The Level 2 threshold (L2)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grade A* to C.
The Level 2 threshold including English or Welsh first language and mathematics (L2+)	Learners must have gained level 2 qualifications in English or Welsh first language and in mathematics as part of their threshold of 5 Level 2 qualifications.
Level 3 qualification	The equivalent of an A level at A* to C
The Level 3 threshold (L3)	Learners must have gained a volume of qualifications equivalent to two A levels at grade A* to E.
The capped average points score (CPS)	Only includes the best nine results (with subject restrictions) for each pupil from all qualifications approved for use in Wales at age 16.

Gadewir y dudalen hon yn wag yn fwriadol

Appendix 2

Local Authority Specific Annex 2018-2019

Local Authority: Caerphilly

The targets below are derived from pupil level targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and WG Modelled Expectations.

Foundation Phase										
All Pupils	2017	2018		FSM Pupils	2017	2018		non-FSM Pupils	2017	2018
	Actual	Target			Actual	Target			Actual	Target
FPI	88.9	88.9		FPI	76.5	77.8		FPI	92.6	91.2
LLC English O5+	89.6	89.6		LLC English O5+	78.5	77.9		LLC English O5+	93.3	91.3
LLC Welsh O5+	93.8	93.8		LLC Welsh O5+	86.2	86.0		LLC Welsh O5+	95.1	93.2
Math Dev.O5+	91.2	91.2		Math Dev.O5+	81.2	82.6		Math Dev.O5+	94.2	92.6
PSD O5+	95.0	95.0		PSD O5+	89.7	90.6		PSD O5+	96.7	95.9
LLC English O6+	38.9	38.9		LLC English O6+	20.8	18.0		LLC English O6+	45.0	40.0
LLC Welsh O6+	38.0	38.0		LLC Welsh O6+	24.1	16.3		LLC Welsh O6+	40.6	40.6
Math Dev. O6+	37.8	37.8		Math Dev. O6+	18.1	18.8		Math Dev. O6+	43.8	41.0
PSD O6+	57.8	57.8		PSD O6+	35.7	32.7		PSD O6+	64.5	62.1
FSM/non FSM gap	2017	2018								
	Actual	Target								
FPI	16.1	13.4								
LLC English O5+	14.8	13.3								
LLC Welsh O5+	8.9	7.2								
Math Dev.O5+	12.9	10.0								
PSD O5+	7.0	5.3								
LLC English O6+	24.2	22.0								
LLC Welsh O6+	16.5	24.3								
Math Dev. O6+	25.7	22.2								
PSD O6+	28.9	29.4								

Note: The targets highlighted in blue above are the figures Caerphilly have agreed to use for their Key Performance Indicators, they have not been generated from the school/pupil targets.

Key Stage 2																
All Pupils	2017	2018	2019	2020		FSM Pupils	2017	2018	2019	2020		non-FSM Pupils	2017	2018	2019	2020
	Actual	Target	Target	Target			Actual	Target	Target	Target			Actual	Target	Target	Target
CSI	90.1	90.1	89.5	89.9		CSI	78.8	80.1	80.6	80.7		CSI	93.2	92.7	91.7	92.4
English L4+	91.8	92.2	91.0	90.8		English L4+	82.1	82.7	83.1	81.3		English L4+	94.4	94.7	93.0	93.3
Welsh (1st) L4+	94.7	94.7	93.0	93.2		Welsh (1st) L4+	86.3	84.8	84.4	90.9		Welsh (1st) L4+	96.3	95.8	94.3	93.5
Maths L4+	92.1	92.1	91.5	92.1		Maths L4+	83.0	81.3	84.5	84.0		Maths L4+	94.6	94.4	93.2	94.2
Science L4+	92.9	93.3	91.8	92.2		Science L4+	83.3	84.2	83.8	83.8		Science L4+	95.5	95.7	93.8	94.4
English L5+	44.5	44.9	44.1	41.9		English L5+	24.0	26.7	24.9	20.4		English L5+	50.1	49.6	48.9	47.6
Welsh (1st) L5+	40.5	42.5	43.6	43.9		Welsh (1st) L5+	19.6	21.7	24.4	15.9		Welsh (1st) L5+	44.4	45.6	46.5	48.1
Maths L5+	45.7	45.7	43.0	42.8		Maths L5+	23.5	25.8	26.6	21.8		Maths L5+	51.7	48.6	47.2	48.4
Science L5+	46.3	46.3	43.6	42.7		Science L5+	24.9	26.5	25.6	20.9		Science L5+	52.2	49.2	48.1	48.6
Welsh (2nd) L4+	84.4	85.9	85.9	85.4		Welsh (2nd) L4+	67.3	71.6	75.5	76.6		Welsh (2nd) L4+	89.6	90.0	88.7	88.0
Welsh (2nd) L5+	33.9	33.9	33.5	30.8		Welsh (2nd) L5+	16.1	16.7	18.8	12.0		Welsh (2nd) L5+	39.2	38.7	37.5	36.3
FSM/non FSM gap	2017	2018	2019	2020												
	Actual	Target	Target	Target												
CSI	14.3	12.6	11.1	11.7												
English L4+	12.3	11.9	9.8	12.0												
Welsh (1st) L4+	10.0	11.0	9.9	2.6												
Maths L4+	11.6	13.0	8.7	10.2												
Science L4+	12.3	11.5	10.0	10.6												
English L5+	26.2	22.9	24.0	27.2												
Welsh (1st) L5+	24.8	23.9	22.0	32.2												
Maths L5+	28.3	22.9	20.6	26.6												
Science L5+	27.3	22.7	22.4	27.7												
Welsh (2nd) L4+	22.3	18.3	13.2	11.5												
Welsh (2nd) L5+	23.1	22.0	18.7	24.3												

Note: The targets highlighted in blue above are the figures Caerphilly have agreed to use for their Key Performance Indicators, they have not been generated from the school/pupil targets.

Key Stage 3															
All Pupils	2017	2018	2019	2020	FSM Pupils	2017	2018	2019	2020	non-FSM Pupils	2017	2018	2019	2020	
	Actual	Target	Target	Target		Actual	Target	Target	Target		Actual	Target	Target	Target	
CSI	84.1	87.9	87.9	89.3	CSI	68.6	73.1	77.3	79.9	CSI	88.7	91.5	90.6	91.8	
English L5+	86.2	90.2	90.8	91.4	English L5+	72.3	77.3	82.0	84.4	English L5+	90.2	93.4	93.0	93.2	
Welsh (1st) L5+	86.6	93.8	88.9	96.3	Welsh (1st) L5+	66.7	84.6	72.2	91.8	Welsh (1st) L5+	89.6	95.1	92.6	97.0	
Maths L5+	88.9	90.9	90.5	91.2	Maths L5+	75.1	77.8	80.3	83.5	Maths L5+	92.7	94.1	93.1	93.2	
Science L5+	90.7	92.0	92.7	92.1	Science L5+	80.0	79.5	84.0	85.6	Science L5+	93.8	95.1	94.9	93.8	
Welsh 2nd Lang L5+	83.4	84.6	86.9	81.6	Welsh 2nd Lang L5+	66.3	69.7	75.4	71.7	Welsh 2nd Lang L5+	88.9	88.5	89.9	84.3	
English L6+	50.2	54.6	54.9	58.0	English L6+	28.4	30.4	32.5	39.3	English L6+	56.5	60.5	60.6	62.9	
Welsh (1st) L6+	54.7	54.7	45.0	54.1	Welsh (1st) L6+	23.3	33.3	18.5	34.7	Welsh (1st) L6+	59.4	55.5	50.8	57.6	
Maths L6+	58.4	58.8	59.2	59.7	Maths L6+	33.5	35.3	37.5	41.0	Maths L6+	65.5	64.6	64.7	64.6	
Science L6+	57.6	61.6	60.7	61.9	Science L6+	35.1	38.8	36.8	45.1	Science L6+	64.0	67.2	66.8	66.4	
Welsh 2nd Lang L6+	41.8	50.1	51.4	49.9	Welsh 2nd Lang L6+	19.3	24.0	29.5	30.7	Welsh 2nd Lang L6+	48.7	57.0	57.1	55.2	

FSM/non FSM gap	2017	2018	2019	2020
	Actual	Target	Target	Target
CSI	20.1	18.4	13.4	11.9
English L5+	17.8	16.1	11.0	8.8
Welsh (1st) L5+	22.9	10.5	20.4	5.2
Maths L5+	17.6	16.3	12.8	9.8
Science L5+	13.8	15.6	10.9	8.1
Welsh 2nd Lang L5+	22.7	18.8	14.5	12.6
English L6+	28.1	30.1	28.1	23.6
Welsh (1st) L6+	36.1	22.1	32.3	22.9
Maths L6+	32.0	29.3	27.2	23.6
Science L6+	28.9	28.5	30.0	21.3
Welsh 2nd Lang L6+	29.4	33.0	27.7	24.5

Note: The target highlighted in blue above is the figure Caerphilly have agreed to use for their Key Performance Indicators, they have not been generated from the school/pupil targets.

Key Stage 4				
All Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	49.9	59.5	60.2	63.0
L2	59.9	69.1	75.5	73.6
L1	94.0	95.2	96.6	97.1
Capped 9 Points Score	336.2	344.6	357.7	345.1
5+ A*-A	13.5	14.6	14.3	13.8
English A*-C	59.9	68.3	70.1	70.0
Welsh (1st) A*-C	66.2	73.7	70.4	79.6
Maths A*-C	54.7	65.0	65.5	67.7
Maths Numeracy	53.7	64.1	64.4	66.2
Science 1st Qual	53.5	64.2	68.0	69.8
Science 2nd Qual	43.1	60.7	66.7	68.5

FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	24.5	33.0	38.4	37.5
L2	33.0	44.1	53.7	55.1
L1	85.4	87.9	89.6	91.9
Capped 9 Points Score	263.3	299.6	317.2	301.5
5+ A*-A	3.3	5.3	4.2	3.7
English A*-C	34.3	43.3	47.2	48.6
Welsh (1st) A*-C	45.0	53.1	50.0	68.3
Maths A*-C	28.0	38.0	42.1	43.5
Maths Numeracy	27.5	37.5	40.3	40.2
Science 1st Qual	27.7	38.0	44.4	48.6
Science 2nd Qual	17.9	35.3	43.5	46.9

non-FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	56.1	66.4	66.2	69.2
L2	66.4	75.8	81.6	78.1
L1	96.5	97.1	98.5	98.4
Capped 9 Points Score	354.7	360.2	370.8	355.6
5+ A*-A	15.9	17.1	17.2	16.3
English A*-C	66.0	74.9	76.4	75.2
Welsh (1st) A*-C	68.5	76.8	73.7	81.4
Maths A*-C	61.1	72.2	72.0	73.7
Maths Numeracy	59.9	71.1	71.1	72.5
Science 1st Qual	59.6	71.1	74.5	74.9
Science 2nd Qual	49.2	67.4	73.1	73.8

FSM/non FSM gap	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	31.6	33.4	27.8	31.7
L2	33.4	31.7	27.9	23.0
L1	11.1	9.2	8.9	6.5
Capped 9 Points Score	91.4	60.6	53.6	54.1
5+ A*-A	12.6	11.8	13.0	12.6
English A*-C	31.7	31.6	29.2	26.6
Welsh (1st) A*-C	23.5	23.7	23.7	13.1
Maths A*-C	33.1	34.1	29.8	30.2
Maths Numeracy	32.5	33.6	30.8	32.3
Science 1st Qual	31.9	33.1	30.1	26.3
Science 2nd Qual	31.3	32.2	29.6	26.9

Note: As advised by LA, there are no EOTAS pupils in the Yr11 cohort this year to inform 2018 target setting.

Primary Attendance

Pupil Attendance				
	2017 Actual	2018 Target	2019 Target	2020 Target
LA	94.7%	95.1%	95.2%	95.3%

Secondary Attendance

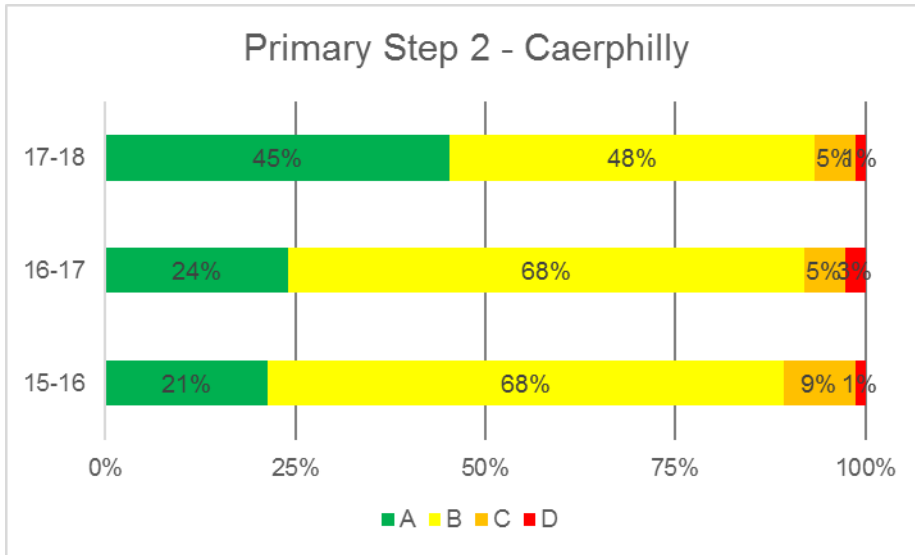
Pupil Attendance				
	2017 Actual	2018 Target	2019 Target	2020 Target
LA	93.3%	94.2%	94.3%	94.4%

Summary of National Categorisation of schools in the Local Authority in 2015-2016, 2016-2017 and 2017-2018

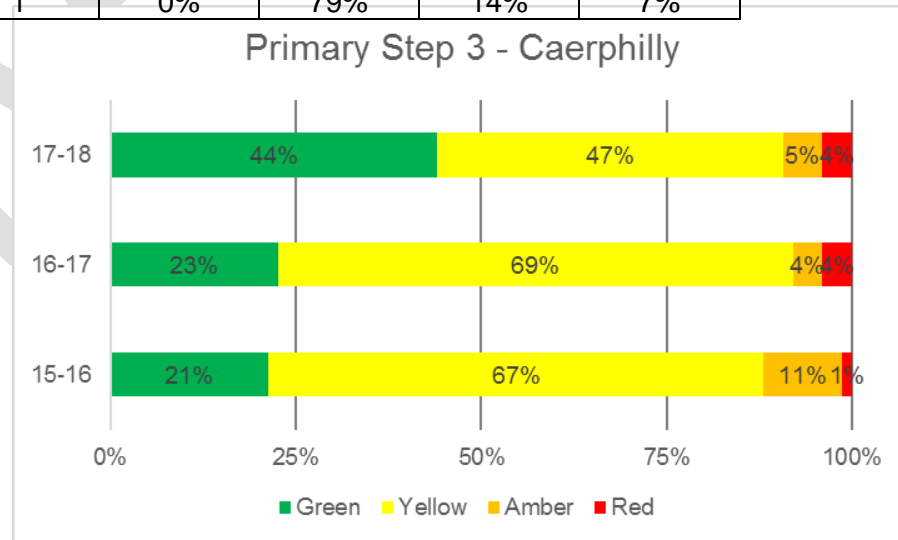
Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	15-16	0	9	35	31	0%	12%	47%	41%
	16-17	0	8	22	45	0%	11%	29%	60%
South East Wales	15-16	2	24	90	79	1%	12%	46%	41%
	16-17	2	19	61	113	1%	10%	31%	58%

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	15-16	1	7	51	16	1%	9%	68%	21%
	16-17	2	4	51	18	3%	5%	68%	24%
	17-18	1	4	36	34	1%	5%	48%	45%
South East Wales	15-16	4	27	113	50	2%	14%	58%	26%
	16-17	2	19	106	63	1%	10%	56%	33%
	17-18	3	17	86	88	2%	9%	44%	45%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	15-16	1	8	50	16	1%	11%	67%	21%
	16-17	3	3	52	17	4%	4%	69%	23%
	17-18	3	4	35	33	4%	5%	47%	44%
South East Wales	15-16	5	29	109	51	3%	15%	56%	26%
	16-17	4	17	110	59	2%	9%	58%	31%
	17-18	9	15	83	87	5%	8%	43%	45%



Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	15-16	1	11	1	1	7%	79%	7%	7%
	16-17	0	11	2	1	0%	79%	14%	7%

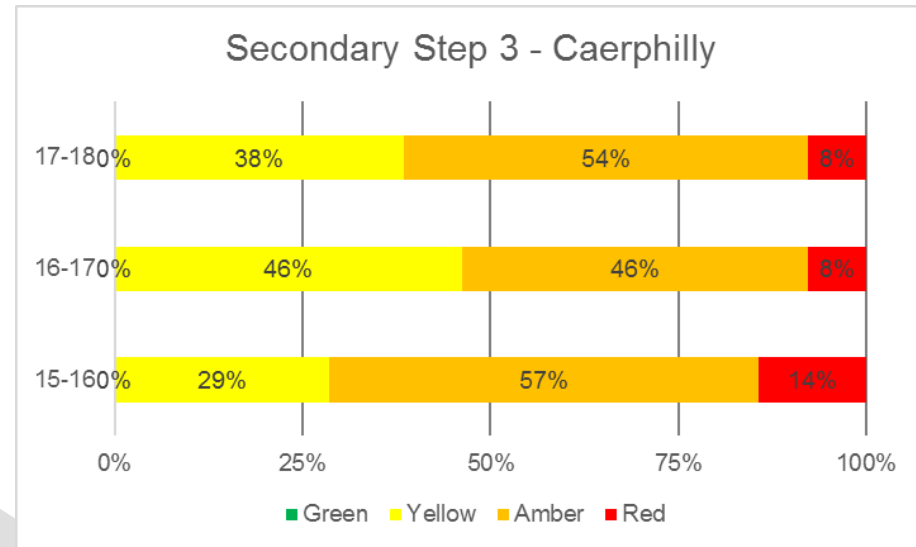
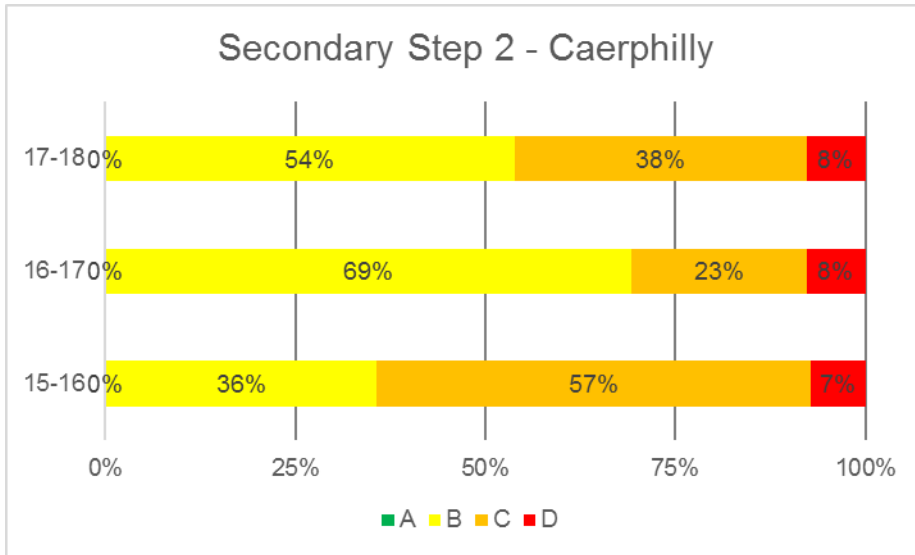


South East Wales	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	15-16	1	8	5	0	7%	57%	36%	0%
	16-17	1	3	9	0	8%	23%	69%	0%
	17-18	1	5	7	0	8%	38%	54%	0%
South East Wales	15-16	3	17	15	1	8%	47%	42%	3%
	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	6	12	13	5	17%	33%	36%	14%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	15-16	2	8	4	0	14%	57%	29%	0%
	16-17	1	6	6	0	8%	46%	46%	0%
	17-18	1	7	5	0	8%	54%	38%	0%
South East Wales	15-16	6	17	12	1	17%	47%	33%	3%
	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	9	12	12	3	25%	33%	33%	8%

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LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	St James Primary*	May-16	Jul-16	Estyn monitoring

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Bedwas High	May-17	Jul-17	Special Measures
Secondary	Lewis Girls Comprehensive	Nov-14	Nov-14	Estyn monitoring
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	LA monitoring

LA Summary and issues

Overall pupil performance

- Since 2014, attainment at Foundation Phase has been above the Wales average, although the rate of improvement is below that of Wales. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment declined at Key Stage 4, but at a slower rate of improvement than that across Wales. Performance is still below the Wales average, but the gap has narrowed from 2014 and 2016.
- Attainment at Key Stage 5 is stable, with the same level of attainment in 2017 as in 2014. Performance remains below Wales.
- Since 2014, attainment at Foundation Phase has been above the Wales average. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment at Key Stage 4 shows a faster rate of improvement than that across Wales. Performance is still below the Wales average, with the gap narrowing from 2014 and 2016.

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Gender

- Between 2014 and 2017 the gender gap narrowed at FP, and was below the Wales gender gap.
- At KS2 the gender gap narrowed in this time, and is also below the Wales gender gap.
- Between 2014 and 2017 the gender gap narrowed at KS3, but is still wider than the Wales gender gap.
- At KS4 the gender gap is wider than Wales, and has widened between 2014 and 2017.

FSM

- At FP and KS2, the performance of FSM pupils in 2017 is above the Wales average. But the FSM/non FSM gap is above the gap for Wales and has grown since 2014.
- At KS3, performance of FSM pupils has been below the Wales average between 2014 and 2017, and despite the FSM/non FSM gap narrowing, it is still wider than the gap across Wales.
- At KS4 performance of FSM pupils remains below the Wales average. In 2017, the FSM/non FSM gap widened, but is narrower than across Wales. FSM pupil performance has declined since 2014 although non FSM performance has improved in this period.

FSM benchmarking quartiles

- At FP, 59% of schools are above the median for FPI. At KS2, 54% of schools are above the median for CSI. At KS3, 40% of schools are above the median for CSI. At KS4, 77% (10 out of 13 schools) are above the median for L2 inc.
- Blackwood, Risca, St Martin's, Lewis Girls', Rhymney, Bedwas and Cwmcarn are all in Quarter 1 for L2 inc
- Heolddu, Lewis School and Ysgol Cwm Rhymni are all in Quarter 4 for L2 inc.

Attendance/Exclusions

- Over the past 4 years, attendance at primary schools has increased by 0.3pp.
- Attendance at secondary schools has increased overall since 2014, but at a slower rate to that across Wales, and attendance is still below the Wales average.
- Unauthorised absence in primary schools has increased to 0.9% since 2014.
- At secondary schools, unauthorised absence has increased since 2014 from 1.4% to 2.1%. The Wales figure has remained stable between 1.3% and 1.4% in this time.
- Since 2013/14 there has been a significant rise overall at primary and secondary level for exclusions of 5 days or fewer
- Since 2013/14 there has been a significant increase at secondary level for exclusions of 6 days or more. It has been fairly stable at primary level.
- There has been 1 permanent exclusion from primary in 2016/17, although there were no permanent exclusions from primary schools in the past 4 years
- Secondary permanent exclusions
2013/14 - 14
2014/15 - 8
2015/16 - 14
2016/17 - 20

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has increased since 2014 to 80%. One school was deemed unsatisfactory in 2016/17. Increase in schools judged at least Good for prospects for improvement has increased to 93%.
- The percentage of primary schools categorised Green has almost doubled to 44% in 2017/18. One secondary school categorised Red, seven Amber, five Yellow (provisional and confidential).

Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support)

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2017-2018. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2017-2018. Each of these schools will have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Cwmcarn High	Bedwas High
Cwmcarn Primary	Bryn Arwel Primary
Glanynant PRU	Llanfabon Infants
Heolddu Comprehensive	St James Primary
Isafwyn High	
Lewis Girls	
Lewis School Pengam	
Pantside Primary	
Park Primary	
Rhymney Comprehensive	
Upper Rhymney Primary	
Ysgol Cwm Rhymni	

The content of this LA Annex has been agreed by:

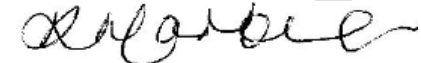
LA Director / Chief Education Officer:

Mrs. Keri Cole

Cabinet Member for Education:

Cllr Derek Havard

EAS Managing Director



Ms. Debbie Hartevelde

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DRAFT

Appendix 3

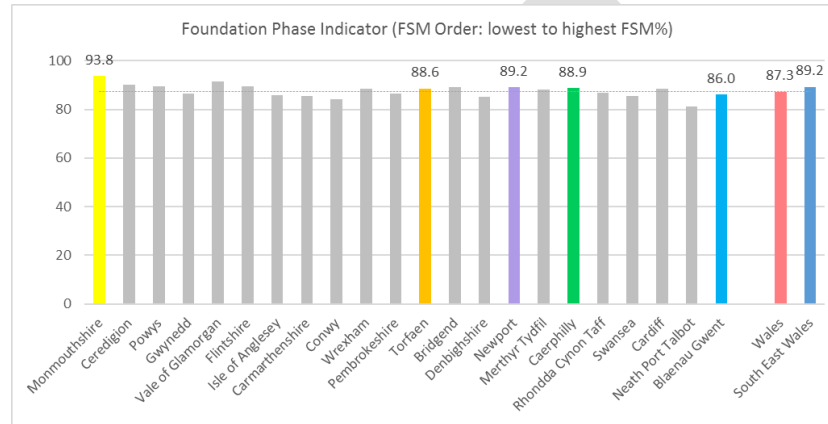
Local Authority Specific Annex 2017-2018

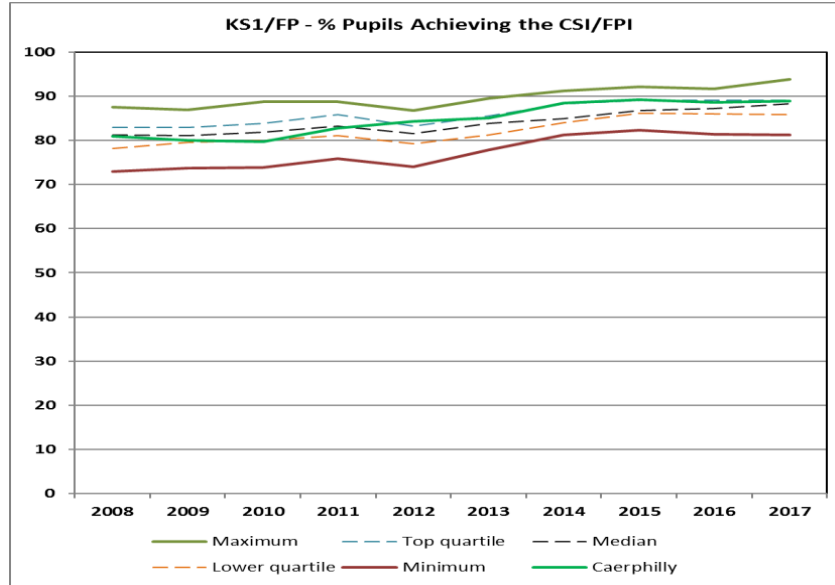
Local Authority: Caerphilly

Review of LA level performance set against target and previous performance

Foundation Phase										
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target		FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target
FPI	88.6	88.9	↓	89.2		FPI	77.1	76.5	↓	77.2
LLC English O5+	90.1	89.6	↑	89.1		LLC English O5+	81.1	78.5	↑	77.6
LLC Welsh O5+	92.6	93.8	↓	94.5		LLC Welsh O5+	82.9	86.2	↓	88.1
Math Dev. O5+	91.4	91.2	↓	91.9		Math Dev. O5+	82.2	81.2	↓	81.8
PSD O5+	94.3	95.0	↑	95.0		PSD O5+	89.8	89.7	↑	89.4
LLC English O6	36.1	38.9	↑	37.4		LLC English O6	18.0	20.8	↑	18.4
LLC Welsh O6	31.7	38.0	↑	36.4		LLC Welsh O6	9.8	24.1	↑	15.3
Math Dev. O6	36.2	37.8	↓	38.1		Math Dev. O6	18.0	18.1	↓	19.0
PSD O6	55.5	57.8	↑	55.8		PSD O6	36.3	35.7	↑	33.1

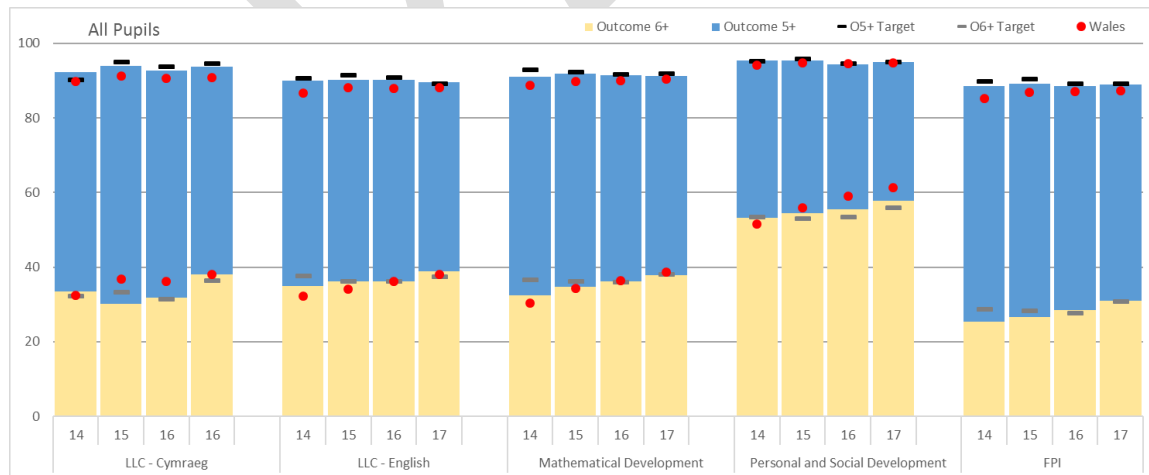
Performance in the foundation phase improved slightly from 88.6% in 2016 to 88.9% pupils achieving the foundation phase indicator (FPI) in 2017, an increase of 0.3 percentage points. Caerphilly currently ranks 8th in Wales for the FPI when compared with other local authorities, which is above the LA's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





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



Percentage of pupils achieving Outcome 5+:

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

Percentage of pupils achieving Outcome 6+:

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

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

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

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

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

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

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

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

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

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

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

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

Wales rankings:

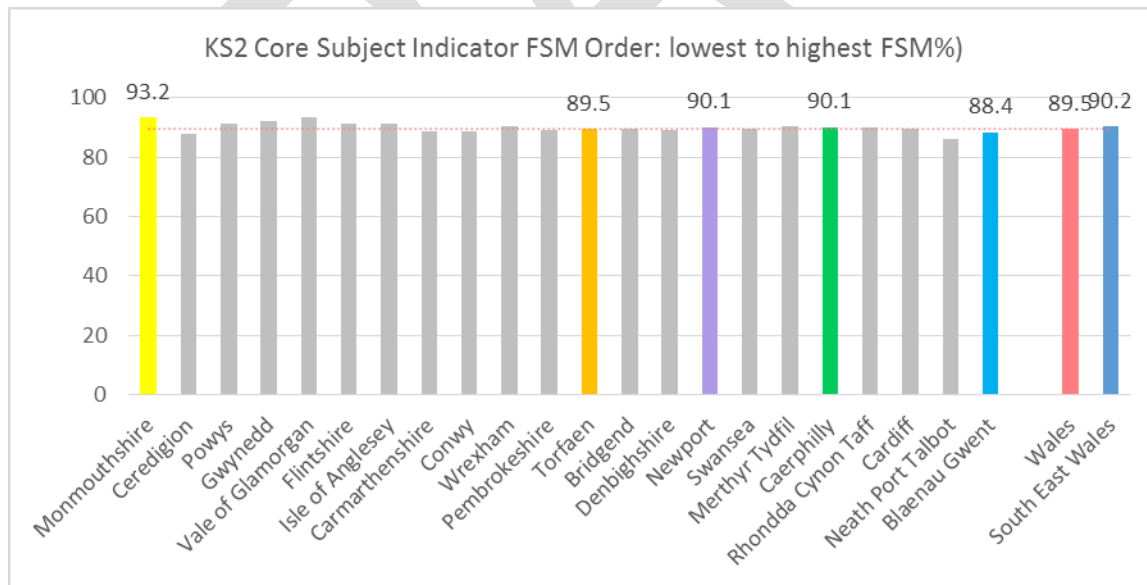
When compared with other LAs in Wales, performance in Caerphilly is higher than could be expected for each area of learning. However, rank positions have declined for LLC English and Mathematical Development.

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

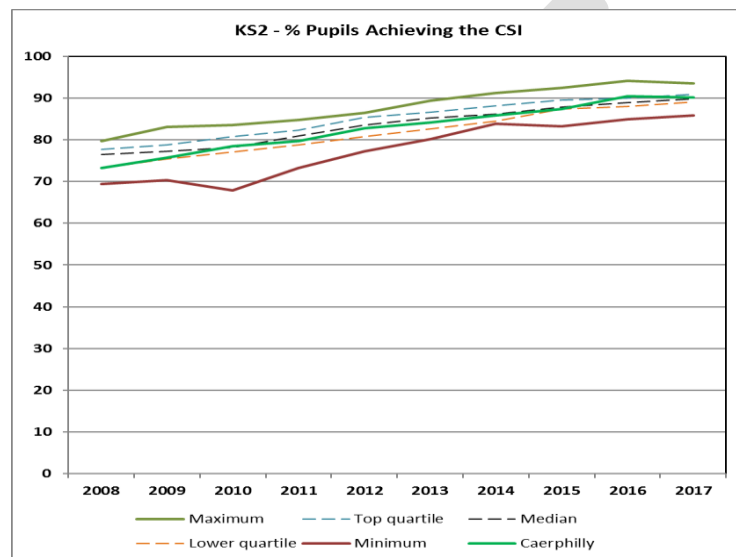
FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Monmouthshire	93.8	Monmouthshire	94.7	Monmouthshire	98.1	Monmouthshire	94.4	Monmouthshire	97.9
Vale of Glamorgan	91.4	Ceredigion	92.1	Blaenau Gwent	96.8	Vale of Glamorgan	93.7	Vale of Glamorgan	96.7
Ceredigion	90.2	Vale of Glamorgan	91.8	Vale of Glamorgan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

Key Stage 2													
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	90.4	90.1	↓	90.4	88.8	88.9	CSI	80.6	78.8	↓	80.2	77.6	79.6
English L4+	92.4	91.8	↓	92.1	90.4	90.7	English L4+	83.2	82.1	↓	83.6	80.8	82.6
Welsh (1st) L4+	91.8	94.7	↓	95.6	93.0	94.2	Welsh (1st) L4+	88.5	86.3	↓	88.5	83.3	89.2
Maths L4+	92.0	92.1	↑	92.1	91.2	90.8	Maths L4+	84.1	83.0	↓	83.1	81.2	82.1
Science L4+	93.2	92.9	↓	92.9	92.4	91.1	Science L4+	85.9	83.3	↓	84.7	82.2	82.8
English L5+	40.9	44.5	↑	44.0	40.8	41.7	English L5+	23.0	24.0	↑	23.9	23.8	21.5
Welsh (1st) L5+	34.1	40.5	↓	43.9	36.5	37.8	Welsh (1st) L5+	5.8	19.6	↑	13.5	14.8	16.2
Maths L5+	42.5	45.7	↑	43.1	40.3	41.2	Maths L5+	19.8	23.5	↑	21.6	23.8	22.1
Science L5+	42.2	46.3	↑	43.9	41.3	41.6	Science L5+	20.0	24.9	↑	24.3	25.2	21.3

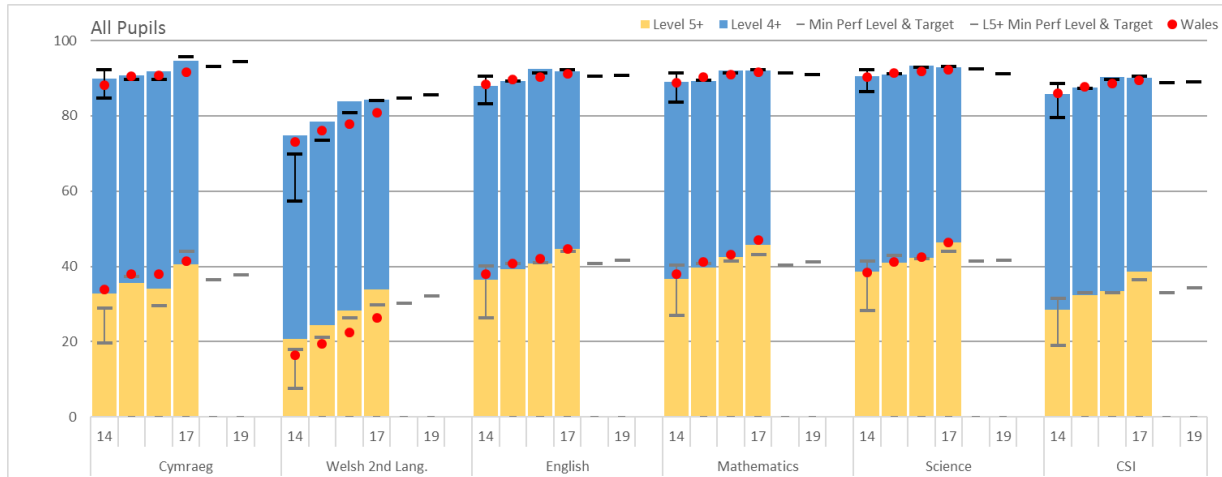
Performance decreased slightly in 2017, with 90.1% pupils achieving the core subject indicator (CSI), 0.3 percentage points below 90.4% in 2016. Caerphilly is ranked 10th in Wales, which is higher than could be expected given the LA's FSM ranking.



10 Year Performance Summary – Key Stage 2 CSI



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



Percentage of pupils achieving level 4+:

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

Percentage of pupils achieving level 5+:

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

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

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

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

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

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

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

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

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

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

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

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

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

Wales rankings:

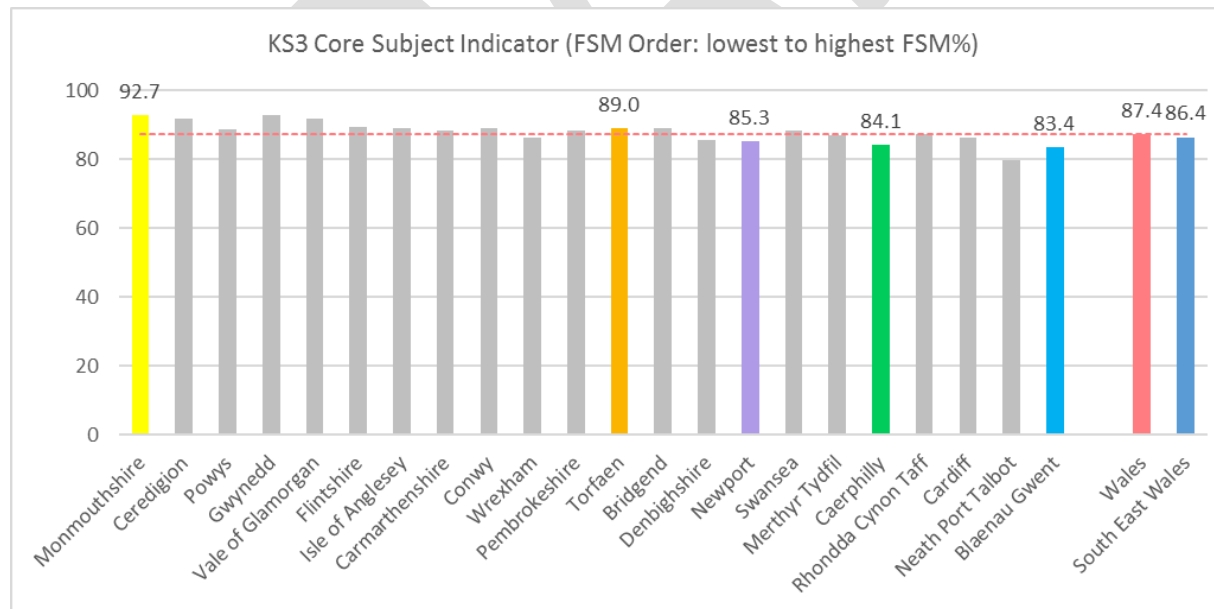
The LA's rankings against other LAs in wales in all subjects has declined this year.

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

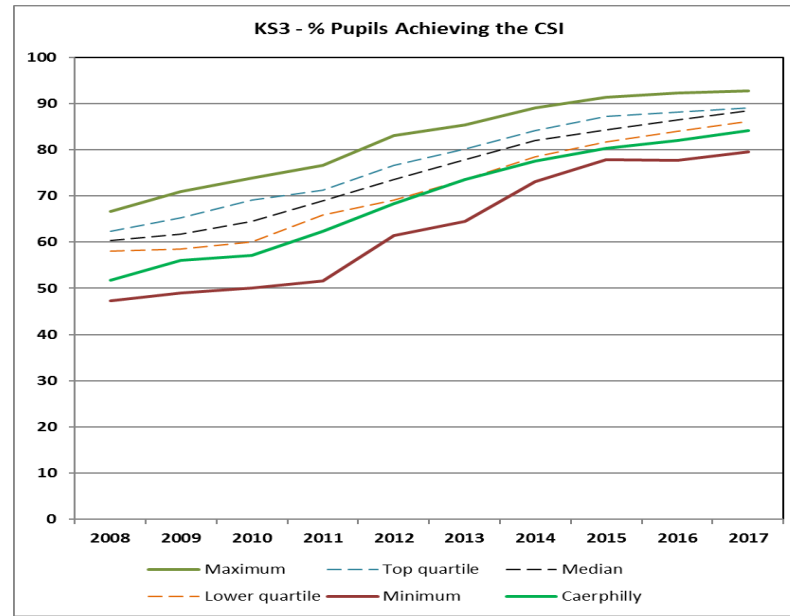
CSI		English		Welsh 1st Lang.		Mathematics		Science	
Vale of Glamorgan	93.5	Monmouthshire	95.3	Bridgend	98.3	Vale of Glamorgan	94.8	Monmouthshire	95.3
Monmouthshire	93.2	Vale of Glamorgan	94.2	Merthyr Tydfil	97.7	Monmouthshire	94.5	Vale of Glamorgan	94.9
Gwynedd	92.1	Gwynedd	93.2	Vale of Glamorgan	96.7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

Key Stage 3													
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	82.0	84.1	↓	86.1	84.9	88.1	CSI	65.1	68.6	↓	71.9	73.1	76.8
English L5+	85.3	86.2	↓	89.0	87.7	90.1	English L5+	70.0	72.3	↓	77.2	77.0	80.3
Maths L5+	87.6	88.9	↓	89.5	89.4	91.5	Maths L5+	74.5	75.1	↓	78.1	80.3	82.3
Science L5+	89.8	90.7	↓	92.3	90.7	93.7	Science L5+	78.8	80.0	↓	81.9	81.7	86.6
English L6+	46.6	50.2	↑	50.1	50.2	48.5	English L6+	23.9	28.4	↓	34.4	32.0	27.5
Maths L6+	54.3	58.4	↑	54.7	53.6	55.3	Maths L6+	34.9	33.5	↓	35.5	37.4	34.3
Science L6+	57.0	57.6	↑	57.2	55.3	57.0	Science L6+	35.8	35.1	↓	37.9	37.8	35.1

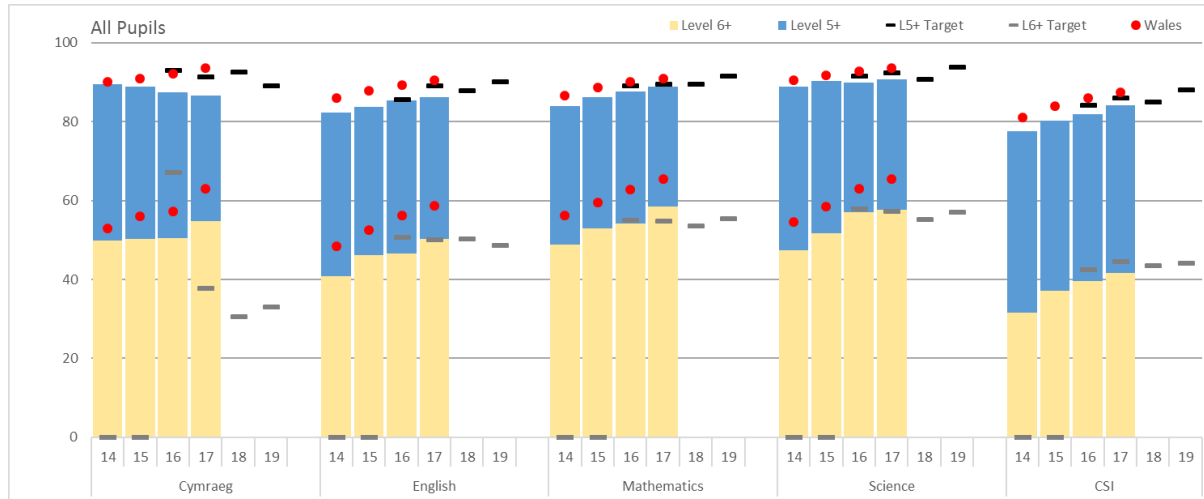
Performance continues to improve, with 84.1% pupils achieving the core subject indicator (CSI), an increase of 2.1 percentage points from 82.0% in 2016. Caerphilly remains ranked 20th in Wales.



10 Year Performance Summary – Key Stage 3 CSI



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



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	84.1 ↑	86.2 ↑	86.6 ↓ -1.0	88.9 ↑ 1.0	90.7 ↑ 1.0
Target	86.1	89.0	91.3	89.5	92.3
Caerphilly 2016	82.0	85.3	87.3	87.6	89.8
Wales 2017	87.4	90.5	93.5	90.8	93.5

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2017	50.2 ↑	54.7 ↑	58.4 ↑ 1.0	57.6 ↑
Target	50.1	37.7	54.7	57.2
Caerphilly 2016	46.6	50.4	54.3	57.0
Wales 2017	58.7	58.7	65.5	65.6

Percentage of pupils achieving level 7+

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Wales rankings:

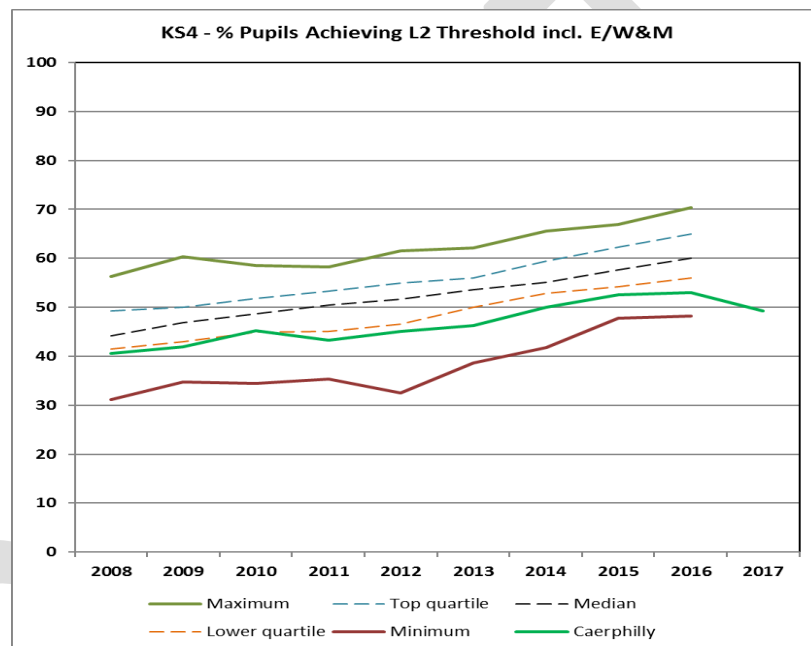
Whilst there have been some performance improvements in 2017, Caerphilly's ranking has remained the same for all subjects except English, which has declined from 20th to 21st.

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

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

Key Stage 4 (PROVISIONAL)

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



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

Primary Attendance

Note: 2017 attendance data is available Dec 2017

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	94.6	95.3	95.5	95.7

Secondary Attendance

Pupil Attendance				
	2017 Actual	2017 Target	2018 Target	2019 Target
LA	93.3	94.0	94.5	94.8

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Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	2	23	34	16	3%	31%	45%	21%
	15-16	0	9	35	31	0%	12%	47%	41%
	16-17	0	8	22	45	0%	11%	29%	60%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	2	15	44	14	3%	20%	59%	19%
	15-16	1	7	51	16	1%	9%	68%	21%
	16-17	2	4	51	18	3%	5%	68%	24%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	2	17	44	12	3%	23%	59%	16%
	15-16	1	8	50	16	1%	11%	67%	21%
	16-17	3	3	52	17	4%	4%	69%	23%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	5	6	2	1	36%	43%	14%	7%
	15-16	1	11	1	1	7%	79%	7%	7%
	16-17	0	11	2	1	0%	79%	14%	7%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	0	11	2	1	0%	79%	14%	7%
	15-16	1	9	4	0	7%	64%	29%	0%
	16-17	1	3	9	0	8%	23%	69%	0%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	3	8	2	1	21%	57%	14%	7%
	15-16	2	9	3	0	14%	64%	21%	0%
	16-17	1	6	6	0	8%	46%	46%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Primary	St James Primary*	01/05/2016	20/07/2016	Estyn	Estyn
Primary	Park Primary	01/04/2015	25/06/2015	SI	SI

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Secondary	Bedwas High	01/05/2017	26/07/2017	SM	SM
Secondary	Blackwood Comprehensive	01/11/2015	15/01/2016	Estyn	Estyn
Secondary	Lewis Girls Comprehensive	01/11/2014	09/01/2015	Estyn	Estyn

Pupil outcomes

A high-level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan:

Focus for 2016-2017

- Attendance
- Efsm
- Raising standards KS 4
- Continuing development of 21st schools
- ALN review
- EOTAS review

Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support) The information below indicates the additional support that was given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2016-2017. The support was in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. Each of these schools had a detailed Intervention or Support Plan, the progress each school made over the academic year has been captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

School	National Categorisation 2016-2017			Draft National Categorisation 2017-2018 (Confidential)		Overall judgement on progress made against detailed actions
	Step 1	Step 2	Step 3	Step 2	Step 3	
Cwmcarn Primary	3	C	Amber	B	Yellow	Strong
Pontlottyn Primary	1	C	Amber	B	Yellow	Strong
Upper Rhymney Primary	1	C	Amber	C	Amber	Satisfactory
Bedwas High	3	B	Amber	D	Red	Limited
Holddu Comprehensive	3	C	Amber	C	Amber	Satisfactory
Islwyn High	N/A	C	Amber	C	Amber	Satisfactory
Lewis Girls	3	C	Amber	B	Amber	Satisfactory
Rhymney Comprehensive	3	B	Amber	C	Amber	Satisfactory
St Cenydd Comprehensive	3	B	Amber	B	Yellow	Strong
Glan y nant PRU	N/A	C	Amber	C	Amber	Satisfactory
Park Primary	3	C	Red	B	Amber	Strong
St James Primary	3	D	Red	C	Red	Satisfactory
Cwmcarn High	3	D	Red	C	Amber	Satisfactory
Pantside Primary	3	D	Red	C	Amber	Strong

Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Expected Outcomes	Update
<p> <ul style="list-style-type: none"> • Bedwas High School • Tyn Y Wern Primary • Graig Y Racca Primary • St Helen's RC Primary • Bedwas Infant • Bedwas Junior • Machen Primary <p>To develop the role of the deputy head teacher in working collaboratively with primary Deputy Head colleagues across the cluster and Bedwas Deputy, Yr 7 lead, Transition and MAT lead.</p> <p>This Peer Working Project would allow release time for deputies from all schools in the cluster to share best practice, undertake learning walks across each school and monitor the quality and standards of books, with a focus on writing, planning and the learning environment.</p> </p>	<ul style="list-style-type: none"> • Impact on KS 3 curriculum working with primary colleagues from New Deal and Curriculum Pioneer Primary Schools • Shared approaches to KS2 – KS3 Pedagogy and AFL strategies • Closer tracking of pupils between KS2 & KS3 • Focused supported transition for vulnerable groups, eFSM, LAC, EAL • Shared approach to supporting and challenging More Able and Talented Pupils. • A more focused use of Iris software • An improvement in standards in all schools • 6 weekly meeting with deputy group to monitor progress 	<p>Transition - curriculum and pedagogy Update:</p> <ul style="list-style-type: none"> • Key Stage 3 practitioners (literacy, history, geography KS3 teachers) observed best practice in literacy in Year 6. New units of work have been created as a result. Shared discussion around adapting effective teaching strategies have taken place. • KS3 Literacy and numeracy coordinators have met with KS2 colleagues with a focus on improving the quality of curriculum. • KS2 teachers have worked alongside secondary colleagues to make appropriate adaptations to KS2 literacy curriculum in light of feedback/changes to requirements and a focus on key skill development. A focus on grammar through 'Grammar for Writing' is

<p>Developing this capacity amongst the deputies, with support from the head teachers will raise standards in all schools and support the secondary school in the process.</p> <p>The deputy heads are best placed to implement curriculum reform across the schools, sharing the expertise of the group (Pioneer schools, Creative Lead schools etc) will inform future decisions. Training has already been organised in the form of an inset day, across the cluster to consider the DCF.</p> <p>The model for transition can be shared across the authority.</p> <p>LA Strategic lead and EAS to meet with the group to write the action plan and meet half termly to review actions and progress,</p> <p>Funding: 21.5K through LA annex</p>	<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>being used in KS2 and this is detailed in the Cluster improvement plan for the year.</p> <p>Transition: Wellbeing Update</p> <ul style="list-style-type: none"> • Role of KS3 inclusion manager is currently underway with a focus on attendance, parental engagement, emotional health and wellbeing. Liaison with the LA is good and the systems are improving including the following: <ul style="list-style-type: none"> ✓ individual attendance targets with vulnerable pupils set shared with parents and other relevant stakeholders. ✓ Implementation of ‘Callio’ – attendance strategy alongside school leaders. ✓ regular contact made with vulnerable families; e.g. parental engagement sessions. ✓ Support provided for pupils who are identified as vulnerable through 1-1 or group support. • Substance misuse – training on effective intervention and education - A working party has been created including other clusters. Meeting with a range of
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agencies police, EOTAS, substance misuse agencies to collect a holistic picture. There have been a high number of EOTAS exclusions due to substance misuse. Outcome – a robust action plan has been created (Adam Thomas, Healthy Schools Practitioner). Pupil feedback has been sought in high school and cluster. Looked at research – creating pastoral guidance around this issue and creating a curriculum based on latest guidance.

Aspects to be completed:

Assessment for Learning strategy for cluster to be fully explored. Training/support to be provided, school visits to be arranged.

Visits to other schools – Pioneer/Lead schools to see curriculum developments and links to Successful Futures

Tracking of Pupil Progress from Year 6 to Year 7 – meetings to take place

DHT/Literacy Coordinators to report outcomes and updates to other senior leaders

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer: _____

Cabinet Member for Education: _____

Principal Challenge Adviser:

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