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Date: 27th June 2018

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 3rd July, 2018** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and a simultaneous translation will be provided if requested.

All Committee meetings are open to the Press and Public, observers and participants are asked to conduct themselves with respect and consideration for others. Please note that failure to do so will result in you being asked to leave the meetings and you may be escorted from the premises.

Yours faithfully,

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

Christina Harrhy
INTERIM CHIEF EXECUTIVE

AGENDA

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

Councillors and Officers are reminded of their personal responsibility to declare any personal

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

To approve and sign the following minutes: -

- | | | |
|---|--|--------|
| 3 | Education For Lifelong Learning Scrutiny Committee held on 22nd May 2018 | 1 - 8 |
| 4 | Consideration of any matter referred to this Committee in accordance with the call-in procedure. | |
| 5 | To receive a verbal report by the Cabinet Member(s). | |
| 6 | Education for Life Scrutiny Committee Forward Work Programme. | 9 - 22 |

To receive and consider the following Scrutiny reports: -

- | | | |
|---|---|---------|
| 7 | Summary of Estyn Inspection under the new Common Inspection Framework (CIF) - Sept 2017 to May 2018 | 23 - 30 |
| 8 | Wellbeing Objective 2017-18 | 31 - 50 |

Circulation:

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

Co-opted Members:

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

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

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

Caerphilly Governors Association (without voting rights)
Mr D Davies

And Appropriate Officers



EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 22ND MAY 2018 AT 5.30PM.

PRESENT:

Councillor D. Havard - Chair
Councillor C. Andrews - Vice-Chair

Councillors:

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

Together with:

K. Cole (Chief Education Officer), S. Richards (Head of Service – Education, Planning and Strategy) T. Rawson (Solicitor) and E. Sullivan (Senior Committee Services Officer).

Also Present:

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

Ms. N. Dargie (Head Teacher St James Primary School), E. Pryce (EAS), G. Wellington (EAS) and Ms J. Wood (EAS)

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors M.P James, Mrs G. Oliver and Mrs T. Parry.

2. DECLARATIONS OF INTEREST

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

3. MINUTES – SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE - 19TH APRIL 2018

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on the 19th April 2018 be approved as a correct record and signed by the Chair.

4. MINUTES – EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH APRIL 2018

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on the 24th April 2018 be approved as a correct record and signed by the Chair.

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

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

6. REPORT OF THE CABINET MEMBER

Councillor P. Marsden (Cabinet Member for Education and Achievement) presented her spring 2018 Cabinet Member Statement and drew Members attention to the data relating to pupil exclusions and its upward trend over the last few years as a way of highlighting the role CCBC need to play in challenging schools via governing bodies and other mechanisms. The Cabinet Member also referenced the progress made in relation to bids for the Welsh Medium Capital Grant.

The Chair thanked the Cabinet Member for her report.

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

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

8. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

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

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

Clarification was sought in relation to the 21st Century Schools Band B proposals and the scheduling of the next report following the close of the consultation process. The Officer confirmed that this would one of the proposal for discussion at the committee's forward work programme workshop in July. The Officer also requested that Members consider any additions that they would like to make and bring them to the workshop for consideration.

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

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

9. CABINET REPORTS

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

REPORTS OF OFFICERS

Consideration was given to the following reports.

10. PRESENTATION FROM ST. JAMES PRIMARY SCHOOL – SCHOOLS CAUSING CONCERN

With the agreement of the Chair and approval of the Committee it was agreed that this item be brought forward on the agenda.

Ms Nikki Dargie, Head Teacher, St James Primary School gave a presentation outlining the interventions and process she championed since her appointment in order to secure progress and sustainable improvement at the school.

Ms Dargie detailed the priorities areas for improvements which included raising standards in reading and writing at Key Stage 2, improving attendance and punctuality, developing curriculum planning, refining self-evaluation and improving planning process and developing the Governor's role in providing challenge to the school. She outlined the systems that were put in place and detailed the improvement achieved and the interventions used. The importance of accurate target setting was emphasised as was the help provided by the allocation of the EAS Challenge Advisor. It was noted that monthly intervention planning meetings, additional intervention from Behaviour Support and the placement of EWO had also contributed to the schools successes.

In terms of parent involvement Members were advised that the school championed the 'Best I can be for me' programme and awarded Argos Vouchers to parents as a reward for the families of children that a 98% attendance rate or above by way of a prize draw. Support from the Chair of Governors was recognised and their role in driving change was noted. Ms Dargie placed on record her thanks to staff who had put in an immense amount of work and felt that the setting of clear measureable milestones and response times in terms of the action required had been invaluable. Clear communication and openness and transparency with all stakeholders being the key to success.

In concluding her presentation it was noted that St James Primary School moved out of ESTYN Review last Thursday and all those present congratulated Ms Dargie on this achievement.

The Chair thanked Ms Dargie for her presentation and Members questions were welcomed.

Clarification was sought with regard to the EAS Challenge Advisors and their relationship with the School. Ms Dargie confirmed that the school had 3 different challenge advisors but this had not affected the progress made and advised that she had received more than adequate support from the EAS.

Further clarification was sought with regard to the tracking system used and it was noted the original system had not been fit for purpose but since moving to the SIMS model consistent data had been generated and this methodology was being shared a model of good practice.

The Education for Life Scrutiny Committee thanked Ms Dargie for her attendance and wished her and St James Primary School every future success.

11. EDUCATION ACHIEVEMENT SERVICE (EAS) VALUE FOR MONEY 2017/2018

Mr Geraint Wellington, Company Secretary for the EAS introduced the report which presented the externally commissioned EAS regional value for money position for 2017/2018.

Members were advised that the report did not break down the information to specific Caerphilly County Borough detail but rather focused entirely on the regional service set against a number of measureable outcomes.

It was noted that value for money had been measured by considering three specific areas: Economy, Efficiency and Effectiveness and in the case of the EAS two further dimensions had been incorporated into the analysis namely Equity and Sustainability. Members were referred to section 4.3.1 of the report which detailed the conclusions of the external consultant. He had found that the EAS is providing good value for money because overall outcomes are improving from a reduced level of spending as a result of resources being used efficiently, fairly and in a sustainable way, with consequent benefits for schools and pupils across the region. Section 4.3.2 of the report detailed how this conclusion had been formulated and Members were then referred to Appendix 1 of the report which contained the evidence that underpinned that statement.

The financial position of the EAS was detailed and the reduction in core funding and grant funding was noted. As a result the total amount of resource available to spend in 2017-18 was 7% less than in 2016-17 and it was anticipated that 2018-19 would be 12% less than in 2016-17. Reference was made to the increases in the rate of delegation to schools and the impact that this had on residual income. Mr Wellington referred pages 37 and 38 of the report and the tables contained therein which illustrated improved school categorisation at primary and secondary school levels together with ESTYN inspection outcomes. The impact of poverty on performance was outlined and it was noted that the gap between FSM and Non-FSM pupils had narrowed at all levels although KS4 had remained fairly static.

With regard to spending for the long term, Mr Wellington confirmed that projections here had been hampered by the capacity and timeliness of Welsh Government grant funding which had not been received until late into the financial year.

In conclusion Members were advised improvements in attainment were not solely the responsibility of the EAS, School Leaders and Governing Bodies also had a vital role to play and must be fully engaged in order for the programme of improvement to move at pace. Value for money is an on-going process which is centred on a robust financial strategy and the EAS were working well with other consortia in this regard.

The Chair thanked Mr Wellington for his report and Members questions were welcomed.

Members expressed concern that progress at a secondary level was still too slow and too variable. Mr E. Pryce confirmed that the EAS recognised the variability at this key stage and the work to be done in order to ensure the resilience of schools at GCSE level. Further concerns were expressed in relation to the dip in performance from Primary to Secondary given the excellent performance at foundation phase and KS2.

The multiple factors affecting improvement were explained and were noted to be difficult to predict but Members were still of the opinion that improvement was not at a fast enough pace and where achieved did not seem to be sustainable.

Clarification was sought in relation to reduced staffing levels and what impact this was having of the services being provided primarily in terms of challenge advisors. Members expressed their frustration that no Caerphilly specific data had been included within the report.

In terms of staff levels the nature of full-time equivalency posts was explained and Members were advised that as the EAS was a regional organisation its value for money position had been evaluated on a regional basis and was therefore presented as a region portrait for Members consideration.

Members queried if any schools had decided not to take up EAS support and what support they could expect if not via EAS. The Chief Education Officer confirmed that where this has

happened meetings would be held with the school in order to find out the detail of the decision and the Governing Body would be advised.

Members expressed concern that they could not make a specific judgement with regard to value for money as the EAS had no market competitor from which a comparison could be drawn and again expressed concern at the lack of Caerphilly specific data.

It was explained that a service breakdown would be a hard task to complete as the EAS operated on a regional footprint and therefore analysed its outcomes regionally. Mr Wellington referenced the lack of response from Members with regard to the Business Plan and reminded the committee that they were working in partnership with the local authority.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved subject to the inclusion of Members concerns regarding the lack of progress at secondary level.

An amendment was then moved and seconded that without Caerphilly specific data, Members were unable to determine that value for money had been achieved and that this data should be included within future reports. By a show of hands and in noting there was 1 abstention this was agreed by the majority present and the amendment was declared carried.

RESOLVED that the Education for Life Scrutiny Committee could not determine if VFM had been achieved without Caerphilly specific data and requested that this be included in any future VFM reports.

12. EDUCATION ACHIEVEMENT SERVICE (EAS) SCHOOLS CAUSING CONCERN PROTOCOL AND RISK REGISTER

Mr Ed Pryce presented the report which advised Members of the agreed SEWC Schools Causing Concerns Protocol and the supporting Risk Register Process.

The SEWC Schools Causing Concern Protocol is based on guidance and reflects the National Model for School Improvement. It provides a consistent approach to ensure that appropriate support and challenge has been provided to secure the necessary pace of improvement. The methodology for establishing and maintain a risk register was outlined and the formal process for the protocol was explained. It was noted that should a school be placed on the register the Headteacher and Governing Body are notified in writing, this letter notes the reasons for inclusion and the support and intervention plan that will be initiated in order to drive performance forward. The local authority in partnership with the EAS will then work together to set a timetable for the review and evaluation and the subsequent school activity required in full consultation with the school.

The register is then reviewed on a termly basis by Senior Officers and progress would also be discussed at meetings with the Cabinet Member for Education and Education Improvement Board. Mr Pryce emphasised that progress made by schools cannot be attributed solely to the work of the EAS other partners play an important role, in particular the school leaders and governing bodies who are a key factor in securing school improvement.

Members were referred to the table in section 4.10 of the report which detailed the risk register as presented to the last meeting of LA Senior Officers and EAS. It was noted that the new Idris Davies School had been placed in the Amber category simply to ensure they was adequate support in place during the transition process. Members were then referred to the tables at Page 50 of the pack which illustrated the position of primary and secondary schools in relation to one key headline indicator on performance on one on attendance for each of the last 3 years.

The Chair thanked Mr Pryce for his report and Members questions were welcomed.

Members referenced the inclusion of the Idris Davies School within the risk register and sought clarification as to whether a separate indicator could be used for new schools rather than placing them within an amber indicator. Ms Julie Wood, Principal Challenge Advisor-Caerphilly explained that this was a national categorisation system and was not a label of success or failure but rather an identifier of the level of support required and there was an individual story behind the data indicators. She confirmed that the EAS, LA and school would have agreed the level of support required in order to make progress.

Mr Price assured Members that this was just to ensure that the new school had adequate support to take it through the transition process, an after care package of sorts during the early stages of the development and integration of a new school. Challenge Advisors and Mentors would form part of the support package placed around new schools.

Members queried if it would be possible to secure some kind of feedback from new schools in terms of lessons learned from Cwm Rhymini, Islwyn High and Idris Davies.

The Chief Education Officer urged Members to retain a sense of proportionality around the indicators and emphasised that only 2 schools were in red categorisation but agreed that progress at secondary level was not moving at a fast enough pace. Within these indicators were good signs of how improvement can be achieved when all parties worked together.

Concerns were expressed in relation to Headteacher recruitment particularly when leadership played such an important part of improving and sustaining progress.

It was confirmed that Leader Development opportunities were being explored and a professional learning model was being looked at in order to develop and sustain future leadership potential. Reference was also made to a Nation Qualification for Headship and the importance of contingency planning was accepted.

Having fully considered the report it was moved and seconded that the recommendations contained in the Officer's report be approved and show of hands this was unanimously agreed.

RESOLVED that: -

- (i) the report and Members comments on the report be noted;
- (ii) Members noted the main strengths and areas for development within Caerphilly schools.

13. THE DIRECTORATE OF EDUCATION AND LIFELONG LEARNING PRIORITIES FOR 2018 TO 2023

Mrs S. Richards, Head of Service, Education Planning and Strategy present the report which detailed the Directorate of Education priorities for 2018 to 2023.

It was noted that the directorate had identified 6 priorities which were outlined in section 4.3 of the report, these were noted to include: raising standards, delivering the 21st Century Schools programme, EOTAS, raising attendance, inclusion and additional learning needs and reducing the impact of poverty. Out of which 8 service priorities were proposed and Members were referred to section 4.5 of the report and the chart at Appendix B. The core priorities that will underpin the successful work of the Directorate were noted as safeguarding, medium term financial planning and workforce well-being and continuous professional development.

The Chair thanked the Officer for her report and Members questions were welcomed.

A Member reference the possibility of links between transport and attendance and whether a transport policy would assist in this area. Officers agreed to take this forward to Highways Engineering Manager with regard to public transport links. I was noted that ESTYN did not accept transport as an excuse for poor attendance levels. Members were assumed that in terms of improving attendance every avenue was explored by schools including working with families and children. For example working with children to remove the fear of arriving late and agreed there would always be something new to try.

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

RESOLVED that the Director of Education and Lifelong Learning Priorities for 2018 to 2023 be agreed.

The meeting closed at 7:40pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 3rd July 2018 they were signed by the Chair.

CHAIR

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR - SOCIAL SERVICES AND HOUSING

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 22nd May 2018 and workshop held on 18th June 2018. The work programme outlines the reports planned for the period July to April 2019.

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: Keri Cole, Chief Education Officer

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

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 3rd July 2018			
Subject	Purpose	Key Issues	Witnesses
Wellbeing Objectives 2017-18 Review	To consult with Members in reviewing the impact of the Wellbeing Objective	<ul style="list-style-type: none"> • Impact of actions taken • Ways forward • Updated Safeguarding Position 	<ul style="list-style-type: none"> • Sarah Mutch • Parent Network Representative
Estyn School Inspections			

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 25th September 2018			
Subject	Purpose	Key Issues	Witnesses
Education Strategy	To consult with Members on the draft Education Strategy produced by Caerphilly Learning Partnership.	<ul style="list-style-type: none"> • Ownership • Audience • Stakeholder report 	John Kendall, Headteacher, Risca Comprehensive
Self Evaluation	Update members on the LA self evaluation process in line with revised Estyn Inspections.	<ul style="list-style-type: none"> • How has the self evaluation process changed? • What is the timetable for monitoring and evaluation through the year? • How have all stakeholders engaged with the self evaluation process? • Areas for improvement and link to Service Improvement Plans 	Paul Warren
Foundation Phase – Key Stage 3			Caerphilly Learners Partnership Representative

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 6th November 2018			
Subject	Purpose	Key Issues	Witnesses
21 st Century Schools Programme			
Pontllanfraith Primary SRB			
Federation of Schools			Headteacher from affected School.

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 8th January 2019			
Subject	Purpose	Key Issues	Witnesses
Youth Forum Priorities			Youth Forum Representatives
Performance Key Stage 4 and 5			
Flexibility Funding			Sarah Mutch

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 19th February 2019			
Subject	Purpose	Key Issues	Witnesses
EAS Business Plan			EAS
WESP			
Capital Programme			

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 2nd April 2019			
Subject	Purpose	Key Issues	Witnesses
Performance Management			
Wellbeing Objectives			
Progress Towards Targets - EAS			EAS

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses
Review of Provision for Most Vulnerable Learners	To consult with Members on the outcome of the recent review and the options.	<ul style="list-style-type: none"> • Quality provision • Value for money • Exclusions • Outcomes 	Head Teacher Keri Cole – Chief Education Officer
Youth Review		<ul style="list-style-type: none"> • 	
Additional Support Delegation		<ul style="list-style-type: none"> • 	
SRB Funding		<ul style="list-style-type: none"> • 	
Safeguarding – Member Request		<ul style="list-style-type: none"> • 	

Education for Life Scrutiny Committee Forward Work Programme
APPENDIX 1

Attendance and Exclusions		•	
Performance Measures 2019 onwards		•	
Notice of Motion – Sanitary Products- Period Poverty		•	
Regional Groups – Request by Chair		•	

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

27TH JUNE 2018	Key Issues	Service Area
Draft Sport and Active Recreation Strategy 2019-29	To Seek Cabinet approval to go out to Consultation.	R. Hartshorn
Provisional Outturn for 2017/18.	The report will provide Cabinet with details of the provisional revenue budget outturn for the 2017/18 financial year prior to the annual audit by the Authority's External Auditors Grant Thornton.	S. Harris

11TH JULY 2018	Key Issues	Service Area
Federation of Schools	To seek cabinet approval to move to formal consultation, in partnership with each Governing Body, for the federation of the following groups of school: Park Primary School and Gilfach Fargoed Primary School. Fleur de Lys Primary School and Pengam Primary School Bedwas Junior School and Rhydri primary School Ynysddu Primary School and Cwmfelinfach Primary School	S. Richards
Band A 21st Century Schools Underspend – Allocation of Funding		S. Richards,
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
Decriminalisation of Parking Proposals (Stage 2).	To confirm the full scope for CPE implementation, timescale, how any related issues are to be addressed, further delegations required and what level of public engagement is appropriate.	M. Lloyd
Home Loans Report		S. Couzens

25TH JULY 2018	Key Issues	Service Area
Draft Caerphilly Home Asset Management Strategy		Housing
Hackney Carriage Fare	To consider the Tariff of fares for Hackney Carriages recommended by the Taxi and	Public Protection

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

Increase/Amendment	General Licensing Committee, approve publication and give delegated powers to the Taxi and General Committee to consider any objections and set the tariff.	
19TH SEPTEMBER 2018	Key Issues	Service Area
Air Quality Options Appraisal.		Public Protection
Strategic Equality Plan – Annual Monitoring and Improvement Report 2017-2018.	To update Members on the progress made during the financial year 2017/18 against targets in the Council's current Strategic Equality Plan and seek Cabinet approval for submission of the annual monitoring and improvement reports to the relevant commissions before the deadline dates.	Policy
Future Lighting and Energy Saving Proposals	To consider options available to achieve street lighting energy savings that could contribute to the Medium Term Financial Plan and mitigate energy cost increases	M. Lloyd
3RD OCTOBER 2018	Key Issues	Service Area
Council's Annual Report for 2017/18	To present to Cabinet the Authority's Annual Self-Assessment for 2017/18 to seek the views and approval prior to publication by 30th October 2018.	Policy
Strategy for the disposal of selected Land with Residential Development potential	The report seeks Cabinet approval for the strategy for the disposal of five key medium to large parcels of land all of which are suitable for residential re-development.	Property Services
14TH NOVEMBER 2018	Key Issues	Service Area
Draft Sport and Active Recreation Strategy 2019-29	To seek Cabinet's endorsement of the Draft Sport and Leisure Strategy.	Public Protection
Town Centre Events Programme.	To seek Cabinet approval for revision of the Council's current Town Centre Management model.	R. Kyte
Draft Budget Proposals for 2019/20	This report will seek Cabinet endorsement of draft budget proposals for the 2019/20 financial year based on the Provisional Local Government Financial Settlement. This will then allow for a period of consultation prior to consideration of final 2019/20 budget proposals by Cabinet and Council in February 2019.	N. Scammell

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

28TH NOVEMBER 2018	Key Issues	Service Area
Whole Authority Mid-Year Revenue Budget Monitoring Report 2018/19	The report will provide details of projected Whole-Authority revenue expenditure for the 2018/19 financial year along with details of any significant issues arising. The report will also update Cabinet on progress in delivering the approved savings for 2018/19.	N. Scammell
12TH DECEMBER 2018	Key Issues	Service Area
Council Tax Base 2019/20	The report provides details of the Council Tax base for 2019/20 for tax setting purposes and the collection percentage to be applied.	N. Scammell
30TH JANUARY 2019	Key Issues	Service Area
Update on Reserves	To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.	N. Scammell

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

30TH JANUARY 2019	Key Issues	Service Area
Update on Reserves	To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.	N. Scammell
Housing Revenue Account Charges 2019/20	To present details of proposed increases in rent charges for the 2019/20 financial year.	N. Scammell

13TH FEBRUARY 2019	Key Issues	Service Area
Budget Proposals 2019/20 and Medium-Term Financial Strategy 2019/2024	This report will seek Cabinet endorsement of final budget proposals for the 2019/20 financial year prior to them being presented to Council on the 21 st February 2019.	N. Scammell



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2017 TO MAY 2018

REPORT BY: SERVICE STRATEGIC AND POLICY LEAD, EDUCATION ACHIEVEMENT SERVICE (EAS) AND CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2017-2018 (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2017.
- 1.2 To seek Members' views on the Estyn outcomes and make appropriate comments and recommendations.

2. SUMMARY

- 2.1 The schools included in this report were inspected during the Autumn and Spring Terms, 2017-18. Each of them was inspected under the arrangements for inspections that came into effect on 1 September 2017.
- 2.2 The report identifies the schools and the dates on which the inspections took place, together with the outcomes where available.

3. LINKS TO STRATEGY

- 3.1 The 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

BACKGROUND

Estyn Inspection Framework (Sept 2010 to August 2017)

4.1 From September 2010 to July 2017 all schools in Wales were inspected under a Common Inspection Framework (CIF). This judged schools under 3 Key Questions, comprising 10 Quality Indicators. The framework asked the reporting inspector leading a team to provide judgements on the following:

4.2 Summary:

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

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

KQ 1: How good are outcomes?

QI 1.1: standards

QI 1.2: wellbeing

KQ 2: How good is provision?

QI 2.1: learning experiences

QI 2.2: teaching

QI 2.3: care, support and guidance

QI 2.4: learning environment

KQ 3: How good are leadership and management?

QI 3.1: leadership

QI 3.2: improving quality

QI 3.3: partnership working

QI 3.4: resource management

4.4 Each of these were then judged on the following scale:

- Excellent
- Good
- Adequate
- Unsatisfactory

4.5 If a school received any judgement which was "Unsatisfactory" or "Adequate" there were 4 categories of follow up activity:

- Local Authority follow up
- Estyn follow up
- Requiring significant improvement (SI)
- Requiring special measures (SM)

New Estyn Common Inspection Framework (Sept 2017 onwards)

4.6 From September 2017 schools in Wales are inspected under a new Common Inspection Framework (CIF). This judges schools under 5 Inspection Areas (IA):

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experiences
4. Care, support and guidance
5. Leadership and management.

4.7 There is no separate judgement on current performance and prospects for improvement. The previous 4-point judgement scale remains, but its wording has been amended to focus on actions to be taken to support improvement:

- Excellent – Very strong, sustained performance and practice
- Good – Strong features, although minor aspects may require improvement
- Adequate **and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement
- Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

4.8 There are now 3 follow-up categories of support, as Local Authority monitoring has ceased as an Estyn category. The last two remain as statutory categories:

- Estyn Review
- Significant Improvement
- Special Measures

Estyn Inspection Framework (Sept 2010 to August 2017) – Schools Removed from monitoring

4.9 The following schools that were placed in a monitoring category as under the old Estyn framework were removed from Estyn monitoring e/ Significant Improvement either in the final year of the ‘old’ framework’ or the first year of the new framework.

School	Inspection follow-up category	Date of inspection	Date removed
Risca Comprehensive	Estyn monitoring	Mar-14	Nov-16
St Martin's Comprehensive	Significant Improvement	Apr-14	Sep-16
Hengoed Primary	Estyn monitoring	Oct-14	Nov-16
Lewis Girls Comprehensive	Estyn monitoring	Nov-14	May-18
Upper Rhymney Primary	Estyn monitoring	Nov-14	Dec-16
Rhymney Comprehensive	Estyn monitoring	Apr-15	Nov-16
Park Primary	Significant Improvement	Apr-15	Oct-17
Tir y Berth Primary	Estyn monitoring	Sep-15	Dec-16
Ty Sign Primary School	Estyn monitoring	Nov-15	Feb-17
Blackwood Comprehensive	Estyn monitoring	Nov-15	Nov-17
Pantside Primary	Estyn monitoring	Feb-16	May-17
St James Primary	Estyn monitoring	May-16	May-18

4.10 The following school, inspected in May 2017, remains in a monitoring category:

School	Inspection follow-up category	Date of inspection
Bedwas High	Special Measures	May-17

Evaluation of Judgements from September 2017 – March 2018 (where published)

4.11 Comparisons over time with the previous framework are not possible, given that there is no overall judgement and there are 5 Inspection Areas, instead of 3 Key Questions. It is also to be noted that a relatively small sample of judgements are available at the time of writing (8 in total, comprising 7 primary and 1 Secondary, with a further 3 schools who are awaiting publication of reports). Across the region a total of 26 schools have had inspection reports published (19 primary, 6 secondary and 1 PRU). Estyn have not yet published any national summary information.

4.12 The following Caerphilly schools have been inspected since September 2017, under the New Framework.

School	National Categorisation (at time of inspection)	Date of Inspection	IA1	IA2	IA3	IA4	IA5	Follow-up Category
Ysgol Penalltau	Yellow	Oct-17	Good	Good	Good	Good	Good	PIAP
Abercarn Primary	Green	Nov-17	Good	Good	Good	Good	Good	Good
Hendre Junior	Green	Nov-17	Good	Good	Good	Good	Good	PIAP
Llanfabon Infants	Yellow	Nov-17	Adequate	Adequate	Adequate	Adequate	Unsatisfactory	SI
Lewis School Pengam	Amber	Jan-18	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn
Penllwyn Primary	Yellow	Jan-18	Good	Good	Good	Good	Good	PIAP
Greenhill Primary	Yellow	Feb-18	Good	Good	Good	Good	Good	PIAP
Ysgol Gymraeg Trelyn	Green	Mar-18	Good	Good	Good	Good	Good	PIAP
Maesycwmmmer Primary	Green	Apr-18	Inspection has taken place, however the report has not yet been published.					
White Rose Primary	Yellow	Apr-18						
Ty Isaf Infants	Yellow	Apr-18						
Heolddu Comprehensive	Amber	May-18						

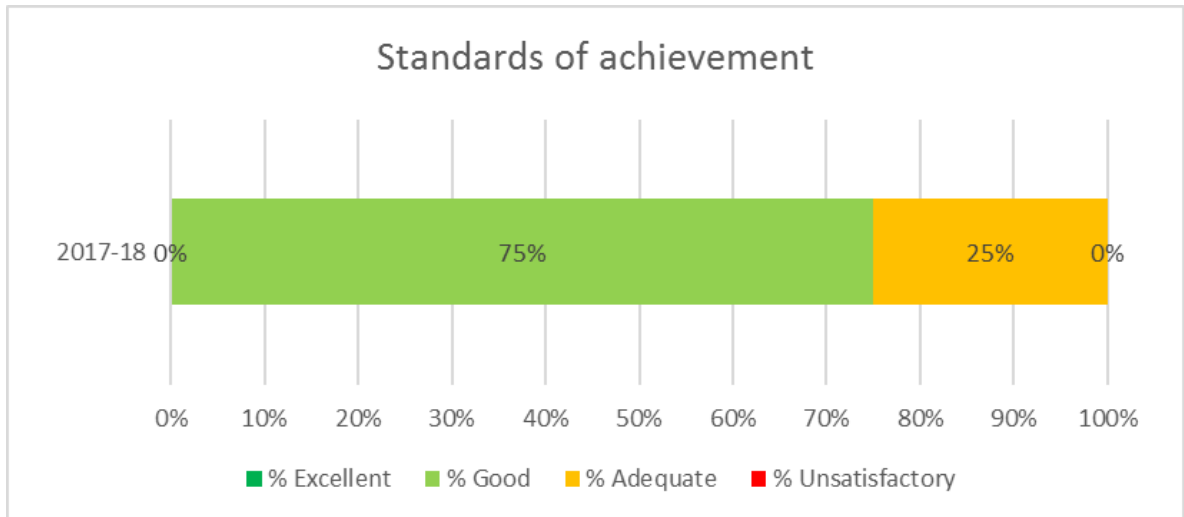
4.13 Key: Please note the following colour coding used in the columns related to each Inspection Area.

Excellent
Good
Adequate and needs improvement
Unsatisfactory and needs urgent improvement

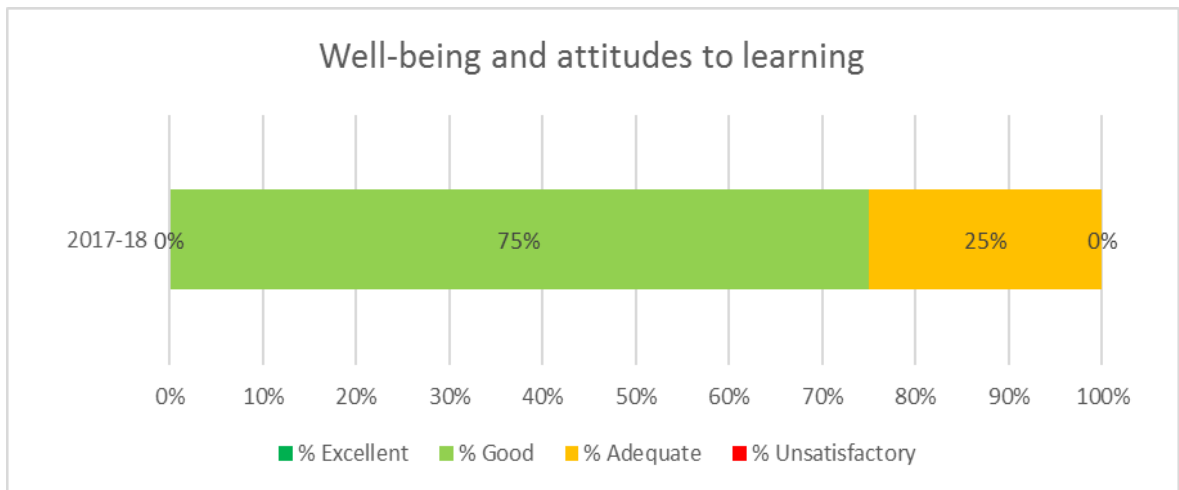
4.14 The following charts give a summary of judgements for each of the 5 Inspection Areas in Caerphilly. Please note that for each Caerphilly chart approximately 12.5% is the equivalent of one school. Not all charts will add up to 100% due to rounding to 0 decimal places.

4.15 The charts below are for all schools combined, given that only 1 secondary school has had a report published. Given the very small number of published reports, comparison with the region is not statistically valid, and comparison with Wales as a whole is not possible, as the data has not yet been published in summary form

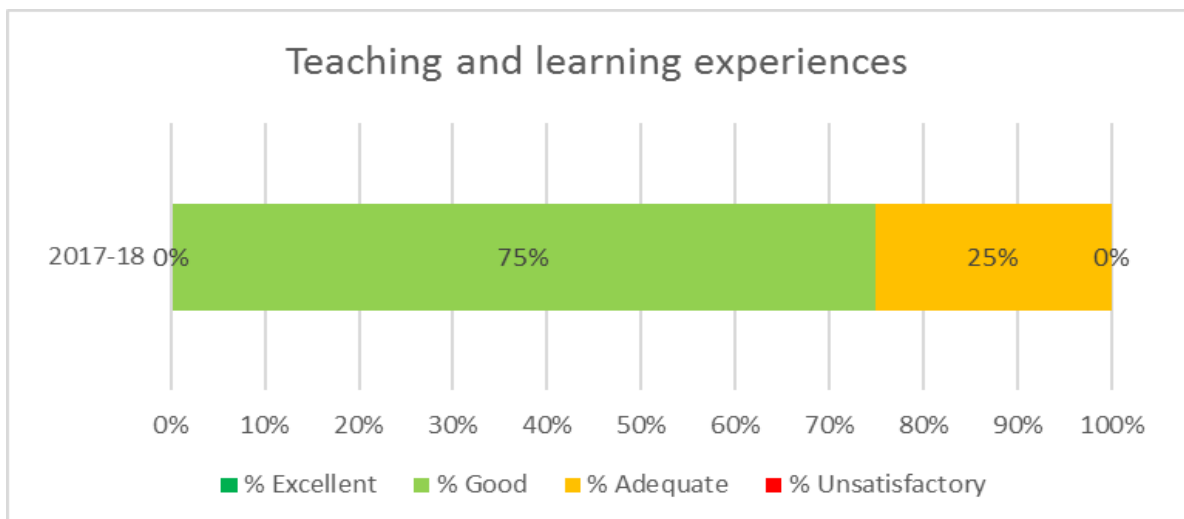
4.16 Inspection Area 1



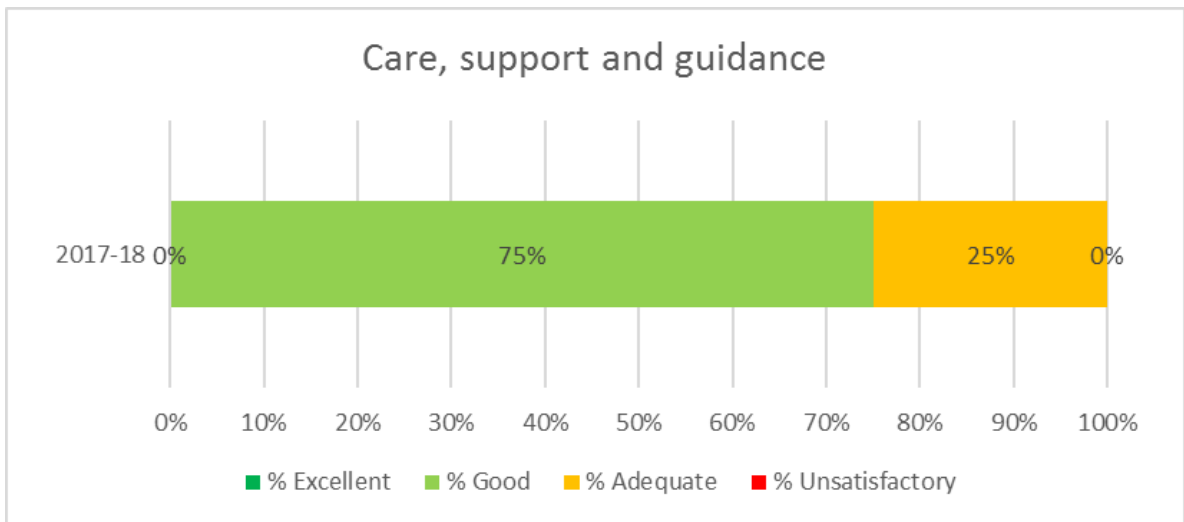
4.17 Inspection Area 2



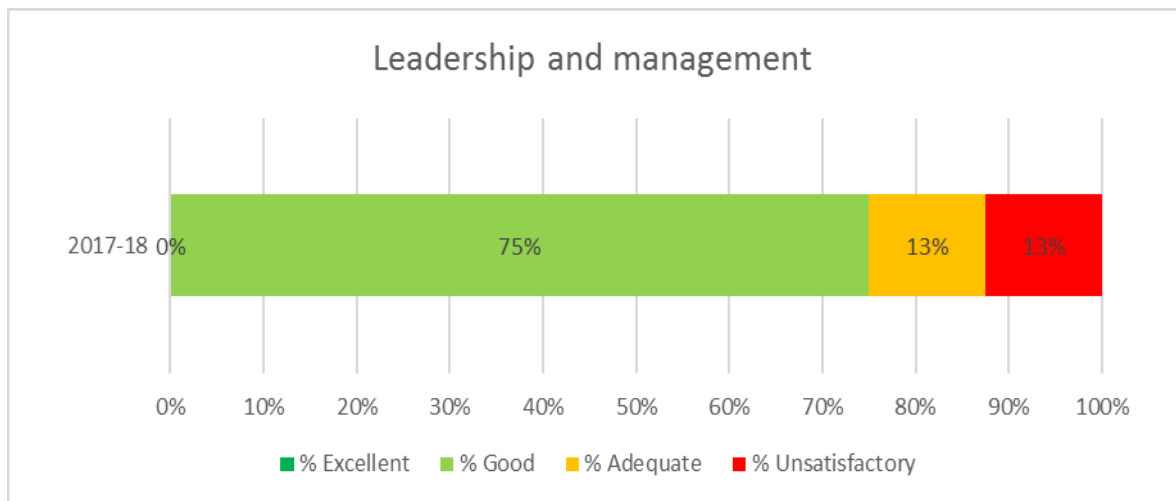
4.18 Inspection Area 3



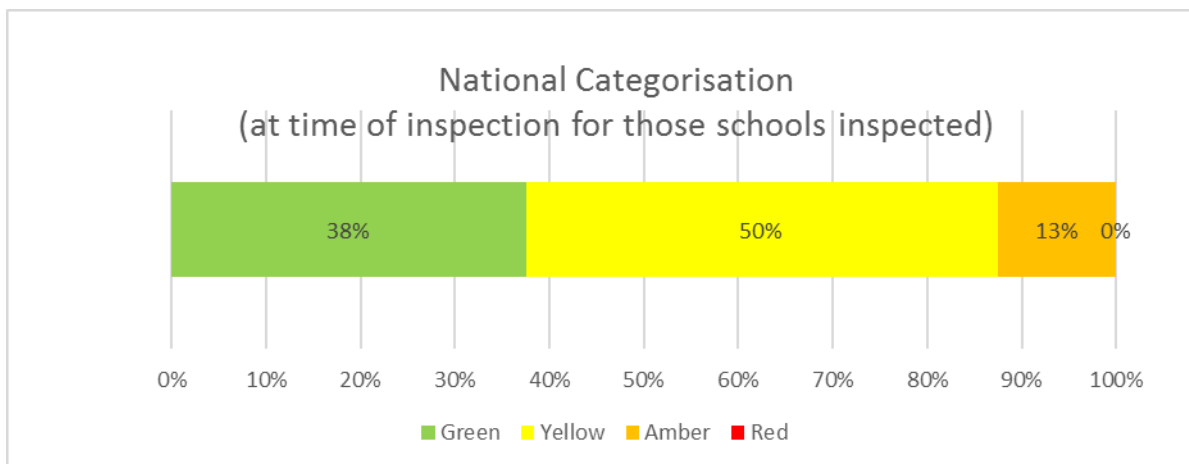
4.19 Inspection Area 4



4.20 Inspection Area 5



4.21 National Categorisation



- 4.22 When Estyn Inspection Judgements for IA5 are compared with National Categorisation, there is one school out of alignment (Llanfabon Infants, which was Yellow for support, but Unsatisfactory for Leadership and Management). Of the other schools that were categorised as either Yellow or Green for support all were judged to be Good for IA5. The remaining school was Amber for National Categorisation and judged to be Adequate for Leadership.
- 4.23 Estyn inspections of schools are informative for the LA and the EAS in a number of ways. Although they report on a school in a specified period of time, they can be helpful in confirming that the school is receiving appropriate support and challenge and triangulate judgements which have been made prior to the inspection. Where schools are a cause for concern, recommendations made by Estyn will be the focus for intervention and the tracking of progress made. If the school is placed in a statutory category, then the LA can invoke powers of intervention immediately. Where excellent practice is identified, case studies can be shared with other schools.
- 4.24 The school inspection profile for primary phase provision for this academic year continues, in the main, to underline many strengths and complements the performance and categorisation information of these schools.
- 4.25 In regard to the secondary phase, whilst it is encouraging to see that Lewis Girls school has been removed from the category of Estyn review, some schools continue to be vulnerable in terms of their inclusion in follow up activity of some description. This further demonstrates the need for a continued focus of targeted interventions towards KS3 and 4.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 The schools causing concern protocol and risk register contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to improve the standards in our schools and therefore improve attainment outcomes for our children and young people. The schools causing concern protocol and risk register aim to highlight concerns and risks at the earliest opportunity thereby enabling early intervention through an integrated and collaborative partnership approach and preventing the escalation to use of statutory powers.

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 this regionally agreed protocol.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no specific financial implications for maintaining the Schools Causing Concern Risk Register.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications.

9. CONSULTATIONS

- 9.1 There are no consultations that have not been included in the report

10. RECOMMENDATIONS

- 10.1 That Members scrutinise the information provided and consider the main strengths and areas for development within Caerphilly schools.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 For members to have the opportunity to comment on the process and progress of Caerphilly schools included on the Risk Register.

12. STATUTORY POWER

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

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: WELLBEING OBJECTIVE 2017-18

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 This report is for members to scrutinise the full year implementation of the Wellbeing Objective 2017-18.

2. SUMMARY

2.1 Wellbeing Objective 2 aims to improve outcomes for all learners, particularly those vulnerable to underachievement. This report highlights the progress at the full year stage and makes a judgement of partially successful.

2.2 As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. Our data identifies that there remains a performance gap between those within vulnerable groups and that of the overall population. Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority.

2.3 In appendix 1 the Wellbeing scorecard shows that four of the five priorities have been met with robust systems being established, although the data shows there continues to be work needed to close the attainment gap and raise educational outcomes for all learners. The fifth priority and ongoing work remains in the 2018-2023 corporate wellbeing plan to ensure a continued focus on improving outcomes for learners. This is the reason for choosing partially successful as a judgement.

3. LINKS TO STRATEGY

3.1 The Wellbeing Objective 2 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:

- *A prosperous Wales* – this Wellbeing Objective aims to improve the educational attainment of children and young people which will enable them to access skills or further education and employment.
- *A healthier Wales* – this Wellbeing Objective recognises the need to support the mental health and wellbeing of children, young people and their families.
- *A more equal Wales* – the Wellbeing Objective is aimed particularly to support the children and young people who are most vulnerable to under achievement to close the attainment gap. In addition parents are improving their literacy skills and confidence in order to support their own and their child’s learning journey, inspiring the next generation.
- *A globally responsible Wales* – wellbeing of children, young people and families will be supported as part of the Wellbeing Objective to reduce the gap in attainment and make positive contributions to society.

4. THE REPORT

- 4.1 Wellbeing Objective 2 aims to improve outcomes for all learners, particularly those vulnerable to underachievement.
- 4.2 As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. In achieving this we recognise that small groups of children and young people can face more challenges than others. We aim to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed. Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning need, or is a looked after child. Our data identifies that there is performance gap between those within these groups and that of the overall population. Some of the Key Stage 4 core indicators have been changed nationally to enable more robust reporting to complement the change in qualifications. This change has resulted in a decrease in KS4 results, although the ranking position against other Local Authorities for KS4 has improved. The rest of the indicators remain static or have shown improvement. This is the reason for choosing partially successful as a judgement.
- 4.3 The local authority has worked collaboratively with schools, governing bodies and the Education Achievement Service to develop a strategic approach to supporting our most vulnerable learners. This has included appropriate challenge regarding targets, targeted interventions, as well as working in partnership with wider agencies to identify suitable support to meet the needs for the family as a whole e.g. linking with projects under the Families First, Communities First, Supporting People and Flying Start programmes.
- 4.4 The Joint Assessment Family Framework (JAFF) has been implemented enabling a single referral system for children, young people and family support services. Alongside this collaborative work, the antipoverty programmes have worked to jointly commission services widening the reach to vulnerable families. An example is The Parent Network who have established the PETRA (Parents Engaging To Raise Aspirations) as a social enterprise and have worked with families across Caerphilly and beyond to develop over 40 children’s books. The books tackle a variety of themes and have been created to address issues the parents have identified. However, the books have achieved more than the product, raising aspirations, inspiring new readers, improving literacy skills, confidence and now recently promoted and sold at the Hay Festival.
- 4.5 Each parent forum has received training prior to developing their book including understanding the structure of a story, storytelling skills, and specific training relevant to the theme, for example, dementia friendly, transgender, speech language and communication skills. Each group works alongside an author to develop their story and then an illustrator to bring the story to life. PETRA is now working with the University to develop young illustrators and support their portfolio enabling them to promote their work and gain employment following graduation. Parents have identified their increased confidence in reading and sharing books with their children, which has in turn increased the children’s confidence in reading. The books have also helped children in schools where they have been launched to discuss challenging topics, for example, bullying, transgender, and dementia, as well as support parents to support their child’s development through increased understanding of speech, language and communication development.
- 4.6 Future books being developed will explore trauma informed communities and how we support families where there are or have been Adverse Childhood Experiences, as well as use the books in training of professionals who are working with families. Public Health Wales are also looking to work with us throughout this development to research and evaluate the impact for both parental and child. PETRA is now working with the Welsh Book Council to translate four books which will be published and disseminated widely across Wales.

- 4.7 This collaborative way of working across both grant funded programmes and statutory services, will be fundamental to the implementation of the Children First initiative which aims to co-produce solutions to community identified needs and then change systems to better meet the needs of our most vulnerable communities.
- 4.8 Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority. The overall level of progress is deemed to be partially met due to many actions being completed but requiring ongoing implementation. Children First initiative continues to remain in Public Service Board and CCBC Wellbeing Objectives in 2018-2023. The corporate Wellbeing Objective 1 remains a focus on wider determinants of educational attainment and is ambitious for delivery over a five year period.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to reduce the attainment gap, develop a well skilled well educated workforce able to contribute positively to society.
- 5.2 Integration and collaboration through partnership working supports a coordinated approach for children, young people and their families aiming towards a long term prevention of poverty.

6. EQUALITIES IMPLICATIONS

- 6.1 The improvement of attainment outcomes are for all children and young people although particularly those most vulnerable to underachievement. This may positively discriminate through specific targeted interventions.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no additional financial implications of this Wellbeing Objective although there may be better use of both core and grant funding through collaborative partnerships developed.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications within this report.

9. CONSULTATIONS

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

10. RECOMMENDATIONS

- 10.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

12. STATUTORY POWER

- 12.1 Wales Programme for Improvement 2010
- Local Government Measure 2009
- Well-being of Future Generations Act 2015
- Schools Standards and Organisation (Wales) Act 2013
- Government of Wales Act 2006 (Section 78)
- National Welsh Medium Education Strategy 2010

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Keri Cole, Chief Education Officer
Dave Street, Corporate Director, Social Services
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Derek Harvard, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Sue Richards, Head of Education Planning and Strategy
Sarah Ellis, Lead for Inclusion and ALN
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools)
Ros Roberts, Performance Manager
Stephen Harris, Deputy Section 151
Lisa Lane, Interim Monitoring Officer
Nicole Scammell, Head of Corporate Finance

Appendices:

- Appendix 1 - 2017/18 Wellbeing Objective full year score card
- Appendix 2 - Presentation
- Appendix 3 - Petra Books (Parents Engaging To Raise Aspirations)

2017/18 Wellbeing Objective

APPENDIX 1

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Why we chose this

This objective aims to address the gap in attainment between vulnerable young people and children and those who are to receive the best education in trying to promote more equal opportunities by removing barriers specific to this group of our citizens.

As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. In achieving this we recognise that small groups of children and young people can face more challenges than others. We aim to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning need, or is a looked after child. Our data identifies that there is performance gap between those within these groups and that of the overall population.

We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

We have set this in accordance with the 5 sustainable development principles because we know that **long term** education improvements and its wide range of support initiatives helps young people towards a better quality of life and this starts at an early age. Initiatives can take time to embed, however we are often judged on yearly results and it is important that improved performance is viewed in the understanding of better life chances for young people if this is to be understood in the longer term.

We take an **integrated approach** with schools and governors and the Education Achievement Service (EAS), we also have an extensive Youth Forum with which to **involve** and **collaborate**, who are themselves part of education system as well as systems for school involvement. The EAS and our schools are key partners in working towards improved outcomes for our pupils. However, when we look at causes of underachievement, we know that aspirations are often linked to family background and that there are links between poverty, deprivation and lower achievement. Therefore in order to **prevent** underachievement we must work with communities and key agencies who work with families such as Flying Start, Families First, Communities First and other key partners.

2017/18 Wellbeing Objective

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

For the year 2017/18 the overall level of progress at 6 months on this objective is deemed to be **partly successful**.

All actions are longer term and require summer 2018 data as well as subsequent academic years' data to identify the ongoing impact of work undertaken.

What have we done well over the last 6 months

During 2017-18 all schools have established targets for Summer 2018, and undertaken intervention work with support from both the local authority and Education Achievement Service staff. The EAS have monitored the implementation of the Pupil Development Grant and will evaluate the impact at the end of each academic year in line with reporting required. The EAS is currently promoting the Professional Learning Offer available to school staff as well as developing the implementation of the ACE awareness toolkit for schools from the autumn term 2018.

The JAFF (Joint Assessment Family Framework) has been evaluated and is now being widely used by schools for referrals to preventative services. The anti-poverty programmes are working with the wider grant programmes in preparation for the Flexibilities Funding project proposed for April 2018. The current local work has focussed on joint commissioning of projects across grant funding streams to enable wider access to support, and joint funded posts to widen the access to families and offer continuity for the most vulnerable families. One example of joint commissioning which has improved parental and child literacy is the Parent Network PETRA project, which has shown significant outcomes for families to date.

Children First project to date has been working with the two communities to hear the voices of the community to identify the needs and co-produce the solutions to make the impact for outcomes for children and young people. The initial engagement and mapping phase is concluding and moving towards community planning and implementation, which is why this is partly completed and remains an action in the CCBC Wellbeing 5 year plan. The family support worker has had some initial success in delivery of parenting programmes across the age range with positive feedback for increased confidence of both parents and children. This work will progress in more detail as we move into the jointly funded post in 2018/19.

What areas do we need improve on, and how are we going to do it?






The outcomes for Summer 2018 are still being awaited to demonstrate impact of interventions in academic year 2017/18.

Continuation of jointly commissioned delivery projects and posts will be monitored and evaluated for impact during 2018/19 prior to renewal of contracts by April 2019. The focus on St James Primary School area with the Coalition for Change Board and Children First will establish the theory of change framework with the outcomes and measures to be evaluated to identify the impact of the system changes being made in 2017-2020.




Key: The following Action RAG status, shows delivery to date as	
	Unsuccessful
	Partly successful
	Fully successful

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Actions






Title	Comment	RAG	Overall Status	% Complete
1. Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	The EAS and local authority work closely with schools to create a culture of challenge in setting targets for pupils with particular focus on the most vulnerable learners, establishing sufficiently high targets for all individual pupils and aiming to close the gap in attainment.		Completed although ongoing work	100
2. Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities	The EAS provides appropriate challenge along with support and guidance to ensure that the schools' planned use of Pupil Development grant meets criteria and aims to impact on the most vulnerable learners. The impact is monitored over the academic year and awaits outcomes in Summer 2018 data.		Completed although ongoing work	100
3. Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not	The EAS is focussed on closing the gap in performance of the most vulnerable learners, through the implementation of the Equity and Wellbeing Strategy, subsequent professionals learning offer as well as the school ACE awareness self evaluation toolkit to be implemented in Autumn 2018.		Completed although ongoing work	100
4. Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)	Trinity Fields School and specialist resource bases have embedded PIVATS assessments for the majority of individual pupils, with moderation sessions ensuring consistency of application and implementation.		Completed although ongoing work	100
5. Monitor and evaluate the multi agency strategy to provide improved learning opportunities in the St James area	St James and Fochriw are Children First areas. The Coalition for Change Board has established the Children First steering group for the local development of measures and outcome framework. Initial engagement work has built on the joint commissioned projects, mapping of current provision across the anti poverty programmes and statutory services as well as hear the voice of the community in identifying their needs. The next steps include promoting the outcomes from collaborative projects, developing the theory of change framework of measures, and considering the need for system change locally to maximise outcomes for children young people and families.		Partially completed	75

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement**How much did we do?**




Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. EDU003 (PAM/004) The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment Copy	90.10	90.40	85.00		90.40	Academic Year 2016 / 2017
2. EDU004 (PAM/005) % of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	84.10	86.10	80.00		82.00	Academic Year 2016/17
3. % pupils aged 15 who achieved level 2 threshold incl GCSE pass at L2 English or Welsh 1st language and Maths	49.90	56.00	42.00		53.00	Academic Year 2016/17. Please Note: This indicator has changed and we no longer collect this information for at age 15. The new data is collected for year 11 cohort.

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How well did we do it?

Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. % in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 2	78.90	78.50	70.00		80.80	Academic Year 2016/17
2. % in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 3	68.50	69.50	55.00		65.10	Academic Year 2016/17
3. The percentage in receipt of free school meals achieving the Level 2 threshold including GCSE pass at Level 2 in English or Welsh first language and mathematics	25.30	38.40	25.00		30.10	Academic Year 2016/17 - This indicator has changed and we no longer collect this information for at age 15. The new data is collected for year 11 cohort.
4. EDU016a Percentage of pupil attendance in primary schools	94.70	95.30	92.00		94.65	Academic Year 2016/17
5. EDU016b Percentage of pupil attendance in secondary schools	93.30	94.00	90.10		93.40	Academic Year 2016/17

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement**Is anyone better off?**

Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. EDU002i The percentage of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	1.20	0.30	0.40		1.10	Academic Year 2016 / 2017
2. EDU002ii The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.	8.00	0.00	10.00		18.18	2/25 pupils left without a recognised qualification during Academic year 2016/17
3. % of 16 year olds who are not in education, employment or training (NEET) in October (Yr 11)	1.90	1.30	2.00		2.60	Final result for Academic year 2017/18 which is an increase on the previous academic year 2016/17 from 2.10

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Wellbeing Objective 2017-18 at the full year stage

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A greener place Man gwyrdach



Wellbeing objectives 2018-19

1. Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement
2. Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities
3. Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not
4. Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)
5. Monitor and evaluate the multi agency strategy to provide improved learning opportunities in the St James area – focus Petra project

Position at full year for 2017-18

- All objectives except Objective 5 have been completed and robust monitoring and challenge systems are in place
- Objective 5 has continued to be a focus for community co-construction to achieve the outcomes for children and young people – Public Service Board Wellbeing Plan 2018-2023
- Improvement of education outcomes and the wider determinants of education continue to be a focus in the Corporate Wellbeing Plan Objective 1 2018-2023 with ambitious targets over a five year implementation
- The judgement of partially successful has been made due not all objectives being completed and some education indicators at Key Stage 4 decreasing although the ranked position against other local authorities has improved

Joint funded project

- Collaboration of funding through Communities First, Families First and Flying Start to commission The Parent Network
- The Parent Network have developed a social enterprise of Petra which is funded through many partners for specific books including in other local authority areas
- Developing young illustrators in University who can use their portfolio to gain employment when they graduate
- Developing an appreciation of reading and enjoyment of books across communities

A greener place Man gwyrdach



Petra (Parents Engaging To Raise Aspirations)

- Small groups of parents working with author and illustrator
- Training on storytelling, construction of stories, and any specific topic area, e.g. dementia friendly, loan sharks, speech, language and communication, transgender
- Develop aspirations, skills and confidence to bring books into their homes, communities, schools and libraries and in so doing, change the future for our children
- Welsh and English books
- Welsh Book Council has commissioned four books to be sympathetically translated and will distribute across Wales

Lots of books to see

- Fun in the dungeon
- Stinky the Skunk
- The Tale of a Tail
- The Unhappy Lion
- Grace, the Hippo and the Cackling Cauldron
- The Owl who lived in the Dark
- Won't you come to my house for tea?
- Those Courting Days
- Y Corrach Olaf
- The Last Gnome
- The boy who rode a sheep to school
- The wrong story
- It's a jungle out there
- Daisy's colourful adventure
- The gorilla and the mouse
- The T-Rex with no teeth
- The Whale who wanted to learn Welsh
- Clive the cuttlefish
- Petra saves the world
- Petra'r Pengwin
- Petra the Penguin
- The Magic chair
- A fistful of feathers
- The girl who couldn't pretend
- Grandma's suitcase
- The strange goings on at pantalot farm
- The incredible journey of Gladys the hedgehog
- Dream upon a rainbow
- The awesome adventures of Alfie the ant
- The girl with no voice
- The mouse and the coal mine
- The light at the end of the tunnel
- Mighty small and the OG monster
- The elephant who forgot
- Scaredy cat

Tackling lots of themes

- Friendship
- Importance of play
- Family routines
- Language development
- Feeling yourself in your own body – transgender
- Aspirations, dreams and imagination
- Understanding the old times and developing intergenerational understanding
- Dementia friendly
- Sense of belonging
- Libraries and the world of stories
- Overcoming fears
- Bullying
- Recognising your own strengths
- Climate change and rubbish in the oceans
- Loan sharks and how community helps each other
- Environment
- Managing anger and emotions
- Cultural heritage
- Mental health
- Families and looking out for each other

Case study

- Tracey was a parent in Flying Start in the first Petra book creation
- Developed skills and confidence as well as friendships in the community and personal skills
- Volunteered to support other parent groups to develop their own books which developed her professional skills
- Now Tracey is employed by the Parent Network to coordinate the Petra projects
- Tracey is an Ambassador for Petra
- Ffion, her daughter has also benefitted from Tracey's involvement in the project and has significantly improved her reading by being a volunteer reader to proof the draft books
- Ffion's clip reading the books - then and now

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Petra Books (Parents Engaging To Raise Aspirations)

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Themes include

- Friendship
- Importance of play
- Family routines
- Language development
- Feeling yourself in your own body – transgender
- Aspirations, dreams and imagination
- Understanding the old times and developing intergenerational understanding
- Dementia friendly
- Sense of belonging
- Libraries and the world of stories

- Overcoming fears
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