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The following report is an information item for the Education for Life Scrutiny Committee:-

**6-Month Update Wellbeing Objective 2017-18.**



## **INFORMATION ITEM**

### **EDUCATION SCRUTINY COMMITTEE – 24TH APRIL 2018**

**SUBJECT: 6-MONTH UPDATE WELLBEING OBJECTIVE 2017-18**

**REPORT BY: KERI COLE, CHIEF EDUCATION OFFICER**

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

- 1.1 This report is for information and presents an update of the first six months of implementation of the Wellbeing Objective 2017-18. The full year outcome will be reported to Education Scrutiny 3<sup>rd</sup> July 2018.

#### **2. SUMMARY**

- 2.1 Wellbeing Objective 2 aims to improve outcomes for all learners, particularly those vulnerable to underachievement.
- 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 is performance gap between those within vulnerable groups and that of the overall population.
- 2.3 The local authority has worked collaboratively with schools, governing bodies, wider partners and the Education Achievement Service to develop a strategic approach to supporting our most vulnerable learners.
- 2.4 The Joint Assessment Family Framework (JAFF) has been implemented enabling a single referral system for children, young people and family support services preventing duplication and providing coordination.
- 2.5 The Coalition for Change Board of senior managers across agencies has been established and the Children First pilot focussed on Lansbury Park and Fochriw sits under this strategic direction.
- 2.6 Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority.

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

- 3.1 The Wellbeing Objective 2 contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *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.
- *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.
- 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. This has ensured that one referral form can be completed even if multiple services are required and it is sent to one location instead of individual agencies preventing either duplication of services or a family being on multiple waiting lists. It also prevents the family having to repeatedly tell their story.
- 4.5 The Coalition for Change Board of senior managers across agencies has been established and the Children First pilot focussed on Lansbury Park and Fochriw sits under this strategic direction. The initial work has focussed on establishing baseline data and qualitative information from the community themselves. This ensures that any provision is developed through a co-production approach and is embedded in a sustainable community approach rather than ‘doing to’ the community.
- 4.6 Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority.

#### **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 The recommendation is to note the contents of the report.

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

- 11.1 To note the contents of the report.

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Appendices:

Appendix 1 - 2017/18 Wellbeing Objective 6 month scorecard

# 2017/18 Wellbeing Objective

## 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 have been initiated but are at an early stage of development, performance data at KS4 has yet to be verified and new targets are due to be set.

### What have we done well over the last 6 months:

During the first 6 months of 2017-18, all schools have developed, set and received appropriate challenge from the Education Achievement Service and the local authority for pupil targets for Summer 2018. The EAS have monitored the Pupil Development Grant plans for compliance with requirements and to maximise impact for the most vulnerable children and young people. The EAS has appointed a Strategic Lead for Wellbeing and Equity who is developing the regional Equity and Wellbeing Strategy and will develop the subsequent learning offer for schools once the strategy is approved.

We have developed the partnership work between schools and wider support services including training and support for completing the Joint Assessment Family Framework (JAFF) and the single front door referral system to streamline processes and ensure families do not fall through gaps in provision. This is primarily to access Families First projects but will also be accepted by the other referral based programmes for support like Flying Start and Supporting People.




The use of PIVATS is now well established in Trinity Fields School and the Specialist Resource Bases and is used to support individual children and young people's plans.

Children First (previously called Children Zones) has engaged with the communities to identify the barriers and needs of children and young people and will present this information to the steering group. This initiative sits under the larger community regeneration initiative for Lansbury Park directed through the Coalition for Change Board. The parents attending the Parent Forum have established their community development group called 'Be the Change you Want to See' and are using this group for developing volunteers to promote existing, create new or support people to link to provision in the locality that will meet needs identified by parents, children and young people.






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

The outcomes for pupils from Summer 2018 will demonstrate if the targeting of support for individual pupils across schools has been successful.




The Family Support Worker in Flying Start is delivering parenting programmes and family support across the age range from 0-11years to support consistency for families in the area. This is a new way of working and the learning will shape and establish the collaboration of funding from April 2018 of Flying Start, Communities First, and St James Primary School to provide improved support for children and families and early intervention.

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 the local authority work closely with schools to create a culture of challenge in setting targets for pupils with particular focus on those most vulnerable learners. Scrutiny provides sufficiently high targets for all individual pupils aiming to close the gap on those with free school meals.			75
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' plan for the use of the Pupil Development Grant 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.			75
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 focussing on closing the gap in performance of vulnerable learners including those with free school meals, to be delivered through the development this year of the Equity and Wellbeing strategy and then the subsequent learning offer for schools. The Family Learning Signature continues to be delivered in schools to further encourage family engagement in their child's learning			75
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 completed baseline PIVATS assessments for the majority of individual pupils. PIVATS moderation sessions take place regularly to ensure consistency of assessment and understanding. Data is appropriately collected and outcomes analysed.			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 pilot areas. The Coalition for Change Board has been established and senior managers are giving direction to resources required. Initial work with the communities has identified their own priorities to improve outcomes for children and young people. A home work club has been set up in partnership with Communities First and St Martins Comprehensive to support young people in their literacy and numeracy tests summer 2018. Parents from the Parent Forum group have established a community-facing group called Be the Change you Want to See to support the development of community provision.			50

**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		90.4	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		82.0	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		53.0	Academic Year 2016/17. Please Note: This indicator has changed and we no longer collect this information 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 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	Provisional result for AY 2016 / 2017
5. EDU016b Percentage of pupil attendance in secondary schools	93.30	94.00	90.10		93.40	Final result for AY 2016 / 2017



**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	1.40		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		2.10	Final result for AY 2016/17