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

EDUCATION FOR LIFE SCRUTINY COMMITTEE
22ND MAY 2018

SUBJECT: SELF EVALUATION PROCESS

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1   To inform Members of the process for self-evaluation that informs the Local Authority (LA) Service Improvement Plan (SIP) and for the Education Directorate.

2. SUMMARY

2.1   The self-evaluation process is an integral part the overall cycle of service improvement. It is fundamental in ensuing the Directorate secures ongoing improvements that positively contribute to the objectives in our Caerphilly Local Authority Corporate Plan and Council Well-being objectives.

3. LINKS TO STRATEGY

3.1   The content of this report contributes to the Wellbeing of Future Generations Act (Wales) 2015, specifically to maximise the contribution of education towards national goals.

- *A prosperous Wales* – developing a skilled and well educated workforce.
- *A healthier Wales* – An education system that promotes health and wellbeing as central to its core purpose.
- *A more equal Wales* – An education system that meets the needs of all learners including those from disadvantaged or vulnerable groups.
- *A Wales of cohesive communities* – An education system that builds on strengthening communities at a local and national with significant focus on enrichment experiences based on the heritage and language of Wales.

4. THE REPORT

4.1   The purpose of self-evaluation is to identify Directorate strengths and priorities for improvement and to use this information effectively to secure the required improvements across services by:

- providing an evidence base upon which to arrive at judgements about pupil outcomes and progress, quality of provision and the effectiveness of leadership and management of Education Services and its future improvement journey;
- reflecting on what has been done to consistently deepen understanding ;

- recognising and celebrating good practice and where appropriate use this to support others in line with Caerphilly LA's vision for education;
- ensuring that stakeholders understand the context of the organisation and the contribution that they can make to further aid improvement;
- raising the performance, impact and effectiveness of the directorate services and its constituent parts, including commissioned services, so that Members and Regulators can hold officers, the school improvement service, education and youth settings to greater account;
- evaluating value for money across services; and
- quality assuring our contribution to overall corporate objectives and those within the Education Achievement Service (EAS) Business Plan.

4.2   An effective self-evaluation policy and process will lead to the following:

- strategic and operational plans which are monitored against clear targets and success criteria;
- purposeful activities linked to continuing professional development;
- improved provision for education and youth support services; and
- accelerated outcomes on the standards and quality of education and wellbeing for all learners across the Caerphilly region.

4.3   Effective self-evaluation:

- is open and honest;
- has learners' achievements and experiences as the principal focus;
- is a continuous process;
- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves staff at all levels in assessing outcomes and their performance;
- evaluates the quality of educational services offered to schools and their impact on learners;
- seeks to make judgements in the light of measurable performance data and to identify trends over time. This includes the use of comparative data to inform judgements about progress for specific groups of learners identified as vulnerable;
- using other information such as corporate service plan, family benchmarking data, wellbeing objectives relevant to the particular context;
- uses evidence from a range of sources to inform and support self-evaluation, both qualitative and quantitative. This includes a range of reports from the school improvement service, school surveys and outcomes from Estyn inspections;
- makes reference to research from other local authorities providers of education and training services to children and young people, and the EAS.
- seeks the views of learners systematically and consults other stakeholders, such as Headteachers, partners and agencies where appropriate;
- includes support and challenge evaluations by peer staff from other local authorities
- reflects of how well the authority is implementing national policies and priorities for example Welsh medium education, childcare offer;
- audits practice against policies and procedures.

4.4   The judgements made during self-evaluation should be:

- **secure** – based on sufficiently robust, reliable and accessible evidence;
- **first-hand** – based on direct observation;
- **reliable** – based on common, well-understood criteria;
- **valid** – accurately reflecting what is achieved and provided;
- **free of bias** – valuing equality of opportunity and diversity; and
- **corporate** – reflect the collective vision of Caerphilly LA.

4.5   **THE CYCLE OF SELF EVALUATION**

4.5.1 At the centre of good self-evaluation is a cyclical process of monitoring and evaluation that leads to further and sustained improvement.

At the heart of self- evaluation are three questions:

-    How well are we doing?
-    How do we know?
-    How can we improve things further?
-    How are we going to do it?

The process of self-evaluation is:

-    continuous and embedded as part of the local authority's working life;
-    about strengths and areas for development;
-    based on a wide range of information collected throughout the year.

Monitoring (gathering the evidence), Evaluation (arriving at judgments) and Review (making changes as a result) are fundamental components to the improvement process. The outcomes from self-evaluation inform the LA Service Improvement Plan, the key document for education improvement work across the authority. Regular and robust monitoring and evaluation ensures that the directorate remains on track to address priorities and/or to identify at an early point where this is not the case, so that the directorate can take timely action to address any issues arising.

4.5.2 Self- evaluation cannot be effective or influential unless it involves all staff, partners such as the EAS, schools, governing bodies, parents and learners etc.. This means that everyone contributes to the process, know what the findings are and accept the collective responsibility for taking action to address priorities and secure continuous improvement and effectiveness.

A range of approaches are used to achieve this and ensure that any barriers to participation and engagement are minimised and where possible removed. Monitoring will take place throughout the year with a quality assurance of the process undertaken in order to improve the engagement of the following stakeholders in this a key improvement process.

-    children and young people;
-    parents/carers and the wider community;
-    headteachers;
-    governing bodies;
-    elected Members;
-    corporate leadership team;
-    partners and commissioned services;
-    admissions and school budget forums;
-    directorate officers;
-    external challenges via peer director/education leads;
-    regional SI group challenge;
-    trade unions.

4.5.3 To support this process the authority will produce and distribute three summary self evaluation reports (SERs) at the end of the self-evaluation cycle to the groups below to ensure that stakeholders understand the organisational context and are able to recognise the important contribution that they can make to aid further improvement. These are :-

- summary SER for elected members;
- summary SER for children, parents and wider consultees (known as the annual improvement report); and,
- summary SER for headteachers.

The EAS will make a significant contribution, particularly in regard to section 2.1 of the Estyn framework.

Stakeholder involvement will be supplemented by further engagement opportunities, e.g. Headteacher meetings, Member briefing sessions, other corporate events.

4.6   **SELF EVALUATION AND THE LOCAL GOVERNMENT EDUCATION SERVICES (LGES) INSPECTION FRAMEWORK**

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

Each inspection area contains reporting requirements. These aspects are covered and considered when Estyn inspect a local authority:

1.   Outcomes

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

2.   Quality of Education Services

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

3.   Leadership and management

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

Estyn will use the following four-point scale when inspecting the local authority:

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

Our self-evaluation links directly to the Estyn Local Government Education Services Inspection Framework and our wider local authority priorities. This enables us to have an accurate and up to date picture of our strengths and areas for development across all areas of our work.

4.7   **COLLECTION OF EVIDENCE FOR SELF EVALUATION**

4.7.1   In order to make the most efficient use of our time, our overall self-evaluation cycle is organised to focus on specific key areas and aspects at appropriate times throughout the year. The timing for each key area/aspect aligns with the availability of verified and comparative data (where available), case studies and wider evidence collection points. As far as possible, this information contributes to the updates for Service Improvement Plans and corporate priorities. (Appendix 1)

Monitoring and evaluation reports and case studies support the self-evaluation process with the purpose of improving performance and outcomes and progress towards achieving the objectives identified in Service Improvement Plans, the Corporate Plan and the Public Service Board Wellbeing Plan.

4.7.2   Documentation to support the collection of this information includes:

- a Local Authority Monitoring and Evaluation Report;
- Focus Analysis Development Evaluation Report
- Case Study.

Senior Management Team (SMT) regularly evaluate this information in relation to progress, impact and value for money.   Discussion in SMT will often lead to further refinement of the SER and additional actions for improvement.

4.7.3   Monitoring and Evaluation Reports are based on primarily quantitative data that considers the effectiveness of a service/initiative/strategic priority.
The report could include:

- data produced by the Local Authority;
- data produced by external partners; e.g. Welsh Government (WG), Estyn, EAS;
- annual trends;
- trends over time;
- comparative performance against other Local Authorities;
- stakeholder feedback;
- other relevant data.

Monitoring and Evaluation reports will:

- consider whether financial investment provides value for money;
- create a formative evaluation based on the impact of the LA input against the objectives stated in the report. Judgement of current performance based on Estyn definitions and numbered from 1 = Excellent to 4 = Unsatisfactory.

One primary author will write each report. However, other managers should also contribute to reports where there are common themes across services. These reports will be monitored at SMT.

4.7.4   Focus Analysis Development Evaluation (FADE) reports are evaluative and based on a specific focus, for example; progress towards targets, Looked After Children (LAC) performance and including:

- an analysis of the current position, comparative data, first hand evidence e.g. Challenge Adviser (CA)[i] visits, discussions with relevant professionals;
- actions/recommendations for the service area to take based on the analysis;
- a detailed evaluation of the impact of the actions taken;
- an evaluation of the sustainability of the actions;
- judgement about whether financial investment provides value for money;
- date of review;

4.7.5   A Case Study is a detailed and reflective analysis of one particular activity undertaken by the LA. The purpose of the case study is to illustrate an example of wider professional practice across an LA service. Evidence is based primarily on qualitative data; e.g. observation, stakeholder feedback etc.

4.8   **Annual Self-Evaluation Cycle and Link to Local Authority Plans and Priorities**
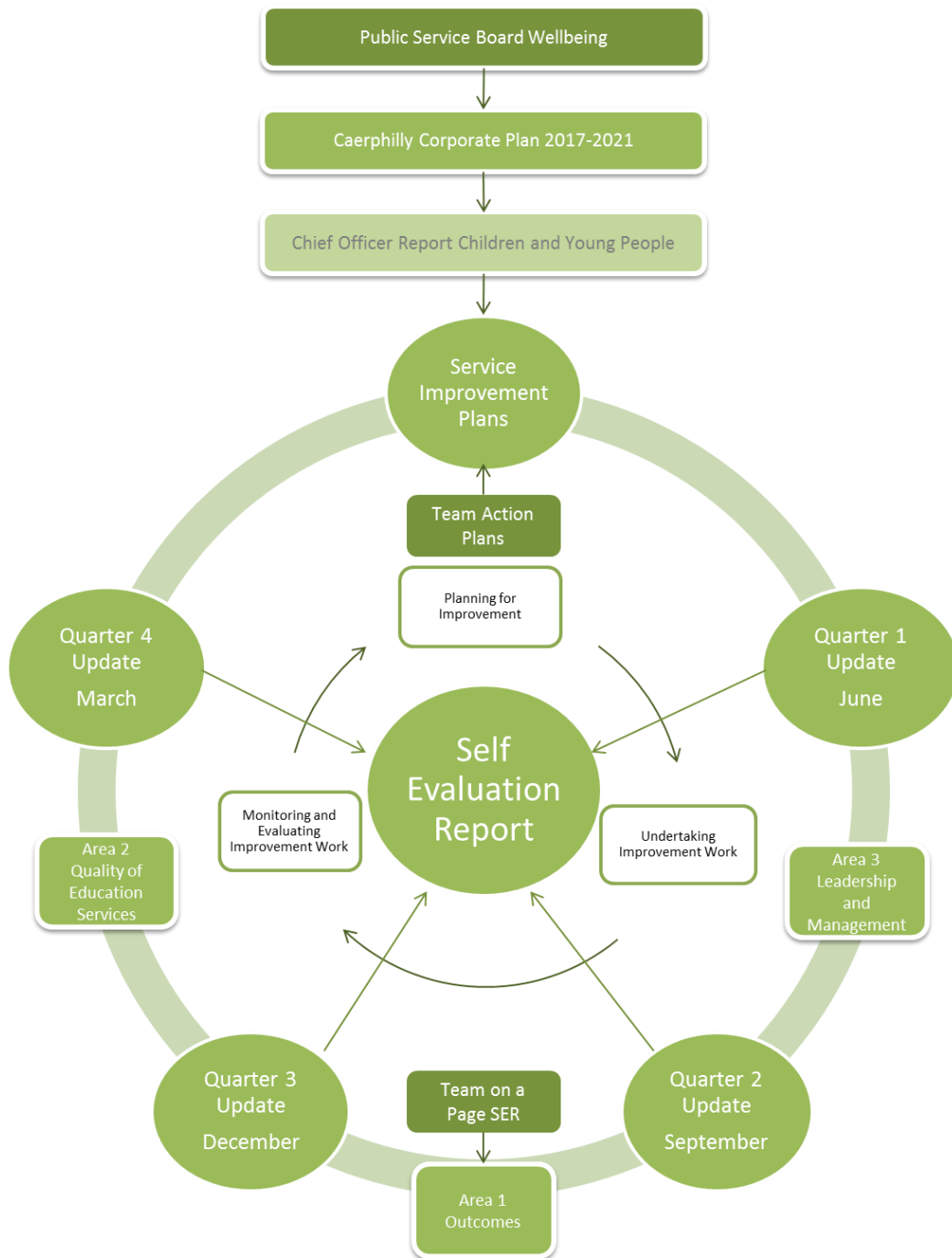
5.0 WELL-BEING OF FUTURE GENERATIONS

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

- Long Term: The importance of balancing short-term issues of attainment alongside longer-term needs around the impact of attainment on economic wellbeing and health and wellbeing.
- Prevention: A long term strategic plan makes a contribution to public bodies meeting their wider objectives.
- Integration: A purposeful, strategic plan fully integrates into the Local Authority wellbeing objectives and other corporate objectives.
- Collaboration: Improvement in standards of attainment and achievement is reliant upon effective partnership with a range of stakeholders including schools, Education Other Than at School (EOTAS) settings, inclusion and medical specialists and safeguarding teams.
- Involvement: An effective self-evaluation relies on the involvement of pupils and other young people in achieving the identified objectives.

6.0 EQUALITIES IMPLICATIONS

6.1 There is no specific equalities impact in relation to the content of this report. The Local Authority self-evaluation process considers all equalities issues through the identification of vulnerable groups related to their achievement and attainment. This identification of groups contributes to priorities identified in the Service Improvement Plan.

7.0 FINANCIAL IMPLICATIONS

7.1 There are no financial implications.

8.0 PERSONNEL IMPLICATIONS

8.1 There are no personnel implications.

9. CONSULTATIONS

9.1 All responses are reflected in the report.

10.0 RECOMMENDATIONS

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

11.0 REASONS FOR THE RECOMMENDATIONS

11.1 Self-evaluation provides key evidence for improvement across the education directorate.

12. STATUTORY POWER

12.1 Education Act 1996

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Appendix 1: Cycle of Submitting Reports to SMT

Cycle of Submitting Reports to SMT

Month	Title	Type of evidence	Responsibility
April	What is the level of participation by young people with the Youth Service across Caerphilly?	Monitoring and Evaluation Report	Youth/Community
April	Evaluate the scope and effectiveness of the current Public Library Service offer in relation to supporting the development of literacy, numeracy and digital skills.	Monitoring and Evaluation Report	Libraries
April	How effective are strategies to reduce the number of NEETs? Do the percentage of NEETs in Caerphilly compare favourably with the SEWC region and the rest of Wales?	Monitoring and Evaluation Report	Youth/Community
April	What is the impact of Fixed Penalty Notices (FPNs) on rates of attendance	Case study	Educational Welfare Service (LP)
April	What is the impact of the LAs use of statutory powers?	Monitoring and Evaluation Report	School Improvement (KC)
April	What is the quality of provision for EOTAS settings (LA provision)	Case study	EOTAS (SE)
May	How does the library service support the LAs commitment to improving quality of experience of pupils identified as vulnerable?	Case study	Libraries
May	How effective is the school improvement service?	Monitoring and Evaluation Report	School Improvement (PW)
May	How effectively does the LA promote Welsh medium education?	Monitoring and Evaluation Report	Early Years/Non maintained settings
May	What is the impact of the Youth forum and Junior forum?	Monitoring and Evaluation Report	Youth/Community (CE)
May	How effective are stakeholder consultations?	Monitoring and Evaluation Report	Youth/Community Additional contributions – all services
May	How effective is the LAs strategy to tackle issues related to substance misuse?	Case study	Healthy Schools (AT) Additional contribution - Inclusion
May	How effectively does the LA monitor child licenses	Case study	Educational Welfare Service (LP)
June	What is the quality of provision for EOTAS settings (external provision)	Case study	EOTAS (SE)
June	How effective is partnerships with additional Key Stage 5 provisions?	Case study	School Improvement (PW)

Month	Title	Type of evidence	Responsibility
June	How well does the LA safeguarding team work with regional partners?	Monitoring and Evaluation Report	Safeguarding (HW) Additional contribution - Inclusion
June	What is the impact of family support on parental learning outcomes?	Case Study	Early Years/Non maintained settings
June	What evidence is there to suggest that the music service contributes to the attainment and achievement of all pupils?	Monitoring and Evaluation Report	Music Service (HP)
July	How does the music service support the LAs commitment to improving quality of experience of pupils identified as vulnerable?	Case study	Music (HP)
July	Utilise direct public feedback Customer Satisfaction (CIPFA Plus Survey) Findings to review the impact of local library services on the community.	Monitoring and Evaluation Report	Libraries
July	What is the impact of the Lansbury Park project	Case study	Early Years/Non maintained settings Additional contribution – School Improvement
July	How well does the LA promote Health and Fitness?	Monitoring and Evaluation Report	Healthy Schools (CQ)
July	What is the impact of Healthy and Sustainable Preschool Scheme?	Monitoring and Evaluation Report	Early Years/Non maintained settings
September	How do young people contribute to strategic improvement?	Case study	Youth/Community/ Healthy Schools Additional contribution – all services
September	How effectively does the LA monitor and support elective home education?	Case study	Educational Welfare Service (LP)
September	What is the impact of Flying Start programme against children developmental norm outcomes?	Monitoring and Evaluation Report	Early Years/Non maintained settings
September	How effectively does the LA manage provision for pupils in EOTAS settings?	Monitoring and Evaluation Report	EOTAS (SE)
September	What is the impact of regional partnerships?	Monitoring and Evaluation Report	School Improvement/ Inclusion (PW)
September	How effective are procedures for school admissions?	Monitoring and Evaluation Report	21st Century Schools (AW)
September	Review the library performance against the Welsh Government Standards Core and Quality Indicators.	Monitoring and Evaluation Report	Libraries

Month	Title	Type of evidence	Responsibility
September	What are standards of achievement (additional awards, national and local accreditations) for young people through the Youth Service?	Monitoring and Evaluation Report	Youth/Community
October	How effective is the work of the Standing Advisory Council for Religious Education (SACRE) ?	Monitoring and Evaluation Report	School Improvement (PW)
October	What is the effectiveness of elected members and other supervisory boards?	Monitoring and Evaluation Report	School Improvement (KC)
October	How effective is the ongoing management of existing buildings?	Monitoring and Evaluation Report	21st Century Schools (SR)
October	How effective are safeguarding policies, procedures, training, recruitment	Monitoring and Evaluation Report	Safeguarding (HW) Additional contribution - Inclusion
October	Does Estyn Inspection outcomes suggest that performance in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
October	Does categorisation suggest that performance in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
October	What is the attainment and achievement of vulnerable groups at Foundation Phase (FP)?	Monitoring and Evaluation Report	Inclusion (SE)
November	How is professional learning linked to strategic improvement?	Case study	21st Century Schools (PW)
November	How effective is the LA in managing statutory responsibilities linked to Additional Learning Needs (ALN)?	Case Study	Inclusion (SE)
November	How effective are strategies to prevent extremism and radicalisation?	Monitoring and Evaluation Report	Safeguarding (HW)
November	Does the use of Welsh Government (WG) grants impact on pupil attainment?	Case study	Finance (JS)
November	What is the attainment and achievement of vulnerable groups at KS2?	Monitoring and Evaluation Report	Inclusion (SE)
November	How effective is the Healthy Schools scheme?	Monitoring and Evaluation Report	Healthy Schools (CQ)
November	How good are accredited outcomes for volunteers/workers in the play sector?	Monitoring and Evaluation Report	Youth/Community
November	What is the impact of the Legacy Programme?	Case study	Youth/Community
November	Evaluate the success of the annual Summer Reading Scheme delivered to support literacy levels across the UK.	Monitoring and Evaluation Report	Libraries
November	How well do we provide an appropriate range and number of school places?	Monitoring and Evaluation Report	21st Century Schools (AW)
December	How effective is 21st Century Schools Programme?	Monitoring and Evaluation Report	21st Century Schools (SR)
December	How effective is LA provision for Eco-Schools?	Monitoring and Evaluation Report	Healthy Schools (CQ)/Policy

Month	Title	Type of evidence	Responsibility
December	How effective is strategic leadership and overall vision?	Monitoring and Evaluation Report	School Improvement/21st Century Schools (KC/SR)
December	How effective is the LA in supporting pupils with Specific Learning Difficulties (SPLD)?	Monitoring and Evaluation Report	Inclusion (BC)
December	What is the attainment and achievement of vulnerable groups at KS3?	Monitoring and Evaluation Report	Inclusion (SE)
January	Are examination results indicating that standards in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
January	What is the attainment and achievement of vulnerable groups at KS4?	Monitoring and Evaluation Report	Inclusion (SE)
January	Are pupil attendance rates improving?	Monitoring and Evaluation Report	Educational Welfare Service (PW)
February	What is the attainment and achievement of vulnerable groups at KS5?	Monitoring and Evaluation Report	Inclusion (SE)
February	Does target setting and progress against targets identify robust processes to raise standards?	Monitoring and Evaluation Report	School Improvement
February	Evaluate the scope and effectiveness of the current Public Library Service offer to secondary schools and pupils at Key Stage 3 and 4 within the County Borough Council.	Monitoring and Evaluation Report	Libraries
February	Does Estyn inspection outcomes suggest that performance in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
February	21st Century project - review	Case study	21st Century Schools (SR)
March	How effectively does the Youth Service work with education partners?	Monitoring and Evaluation Report	Youth/Community
March	Does the use of WG grants impact on pupil attainment?	Case study	Finance (JS) Additional contribution – School Improvement
March	How well does the LA manage complaints	Monitoring and Evaluation Report	21st Century Schools (AW)
March	How effective are we in the management of information governance?	Monitoring and Evaluation Report	21st Century Schools (ES)
March	How effective are self-evaluation processes?	Monitoring and Evaluation Report	School Improvement/21st Century Schools (PW/ES)

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 22ND MAY

SUBJECT: **ANTI POVERTY PROGRAMMES UPDATE**

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

1.   PURPOSE OF REPORT

1.1   An information item for members on the four programmes and collaboration between programmes to support children, young people, families and adults across the borough.

2.   SUMMARY

2.1   The four programmes are distinct from each other in purpose but complimentary in their objectives and outcomes for families.

2.2   Families First has now completed its first full financial year under new commissioning and the new Welsh Government Programme Guidance. The TAF model (called Supporting Family Change in Caerphilly), the disability element (including ISCAN as the TAF model for children with disabilities) and the JAFF (Joint Assessment Family Framework) has remained core to the programme with the remaining funding focussed on family support and young people support reflecting the impact of ACEs (Adverse Childhood Experiences). New and reconfigured projects have been running since the 1st April which has complimented the delivery of the other Welsh Government Anti-Poverty programmes, increasingly value for money and preventing duplication of services.

2.3   The reconfiguration of Families First for 2017/18 has enabled families living outside of Flying Start areas to receive similar provision with the exception of the funded 2-3 year old childcare placement. Childcare placements are available for children with additional needs, but a full childcare programme is not allowed within the remit of Families First funding. There has been high amount of referrals received for support and families will continue to be able to access this provision.

2.4   Flying Start continues to have steady state delivery for 2017/18 delivering the four core elements of enhanced health visiting support, speech language and communication support, parenting programmes and individual family support, as well as funded childcare provision for 2-3 year olds. The focus on the most vulnerable families who often suffer the impact of ACEs remains a key part of the bespoke more intense ability of the programme delivery.

2.5   Communities First has seen significant changes over the past year with the new Communities First legacy programme commencing from April 2018, the eight priority areas remaining coterminous with some Flying Start areas. The employability grant replaces the LIFT programme as well as the employment element of Communities First as well as provides the infrastructure for the Communities 4 Work programme.

2.6   The Supporting People programme provides housing-related support to help vulnerable people in all tenures, to live as independently as possible within their own homes, specialist housing or sheltered housing. Greater emphasis is now being placed on the programme

assisting the local authority meet its commitments with regard to homeless prevention and the requirements of the Social Services and Well Being Act and to respond to the effects of welfare reform on the most vulnerable. This continues to be a sizeable programme within CCB offering significant support through a wide range of service providers across the statutory, voluntary and private sectors.

3.   LINKS TO STRATEGY

3.1   All four programmes contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales*
  - o The four programmes aim to support children, young people, adults and families to achieve their personal goals which may include raising aspirations, children's development, attainment, employability skills, increase attendance at provision and build life skills for their future. In addition they support families to improve their resilience, financial management, parenting skills, language and literacy skills as well as support them to gain confidence to move on to employment support programmes, which aim to support and grow our economy.
- *A resilient Wales*
  - o Many of the programmes encourage delivery of and use of local community based provision for sustainability of local resources. All childcare settings and schools as well as some of the projects funded are signed up to the Healthy Schools, Healthy colleges, Healthy Early Years and healthy snacks schemes which also include Eco Schools / Early Years, and encourage children, young people and their families to use the indoors / outdoors natural environment.
- *A healthier Wales*
  - o The Healthy schemes are embedded into practice across many of the programmes projects, childcare settings, and group based provision encouraging healthy eating and activity, as well as reinforcing healthy behaviour messages, like no smoking. There are also key health messages throughout the various projects and a specific project that encourages establishing healthy behaviours from the antenatal period. Using local community based provision for delivery of the programmes encourages walking rather than driving to settings and groups. New projects commissioned are also exploring transport training so that families are supported to access public transport.
- *A more equal Wales*
  - o The four programmes have a main objective to reduce the impact of poverty on children, young people, adults and families through supporting them to access interventions, building confident and resilient communities and promoting positive development and attainment. Some of the programmes aim to early identify children with additional needs and support their parents to be able to support their child's development. The programmes also link with employment based programmes to encourage parents to take up opportunities to return / start employment.
- *A Wales of cohesive communities*
  - o Through the collaboration of the four programmes the geographical limitations have been overcome. Although a criticism of Flying Start and Communities First programmes are the geographical targeting of postcodes, this also acts as a way to support those communities in the most concentrated areas of need. The geographical nature enables targeting of resources; creation of well resourced quality community based provision and builds a value to their local area, which other families want to access. However, Supporting People and Families First cover the whole borough so that families in need are able to access relevant provision.
- *A Wales of vibrant culture and thriving Welsh language*
  - o Improving understanding of culture and using conversational Welsh language across provision and especially in the schools and childcare settings has been embedded throughout programme delivery. Childcare settings are working on a quality assurance scheme called the Road to Bilingualism which identifies their current practice and

targets for improvements. Facebook pages and communications are now bilingual so that choices can be made as well as having translation into other languages as needed.

- *A globally responsible Wales*
  - o Wellbeing is embedded through practice across many of the four programmes, including programme / project delivery and the new specification designs. The Solihull approach is being embedded across all staff teams to enable a common language and understanding of the importance of relationships and attachment.

4.0   THE REPORT

4.1   **Families First** is designed to improve outcomes for children, young people and families. It places an emphasis on early intervention, prevention, and providing support for whole families, rather than individuals. The Programme promotes greater multi-agency working to ensure families receive joined-up support when they need it. The intention of the Programme is to provide early support for families with the aim of preventing problems escalating. Each Local Authority shapes the Programme based on local need.

4.2   Currently, Caerphilly Families First has increased from thirteen to eighteen projects:

- **Children and Young People's Advocacy** – formal, independent advocacy for children and young people.
- **Parent Advocacy** – formal, independent advocacy for parents
- **Confident with Cash** – one to one home support for debt management, financial capability and welfare benefits.
- **Early Prevention** – provides support for children with emerging developmental delays, additional learning needs and behavioural needs who would benefit from engaging in a nursey or childcare setting.
- **Targeted Youth and Family Engagement** – engages and assists young people and families to develop personal and social skills, raise confidence and build self-esteem and resilience.
- **Family Safety (Domestic Abuse)** - immediate safety work, support and guidance enabling families affected by Domestic Abuse to remain within their home.
- **Health Outreach** - Provides a pre and postnatal awareness and support package to families outside of Flying Start areas. Responsive feeding is provided borough-wide.
- **Wellbeing** – support for families who suffer with low motivation or low mood, anxiety, depression, social isolation or traumatic life experiences
- **Young Carers** – provides issue based groups to bring together a number of young carers to share and explore common themes
- **Children and Young People Domestic Abuse Support** - support for children and young people affected by domestic abuse
- **Families Learning Together** - supports parents, children and young people improve literacy and numeracy skills.
- **Parent Forum** - Gives parents the opportunity to be heard, learn new skills, gain volunteering experience and meet other parents within their community.
- **Confident Parents, Stronger Families (Parenting)** - aims to assist the development of parenting skills, increase parental capacity and improve family relationships.
- **More Than Play** – one to one support for children aged from 18 months to 2.5 years of age who have emerging developmental delays, to maximise the learning and development of children through play.
- **Little Voices** – group support for children aged 1-3 years old who need support to develop their communication skills due to speech and language delays
- **Outreach SRB** – support for children of Nursery/Reception school age with severe speech and language delays
- **Emphasis** – long term and crisis support for young people at risk of becoming homeless (funding only secured for Quarter 1).
- **Youth Respect** – specialist targeted support for young people showing early indications of, or are already exhibiting abusive, aggressive and controlling behaviours in family or intimate relationships.

- **Supporting Family Change** (Team Around the Family) – Coordinates multi agency support for families for a wide range of needs, particularly when a family have more than one need.

4.3 In 2017/18, Families First projects worked with 6551 individuals throughout Caerphilly accessing a range of the above projects, which is a decrease from 8,524 in 2016/17 prior to the single front door referral system and a move to a more targeted intervention than universal delivery. 1392 of these individuals were worked with through the TAF model approach delivered by Supporting Family Change, which is similar to the number of individuals 1381 in 2016/17.

4.4 Families First undertook a small amount of recommissioning work in 2017/18. Firstly, to recommission Children and Young People's Advocacy, this is part of a larger regional Gwent Advocacy contract. In addition, the Parent Forum contract was re-configured and Communities First Legacy funding, along with Families First and Flying Start funding, was combined to provide a single contract for the provision.

4.5 Families First has received a 1.8% budget reduction for 2018/19. However, the programme is intending to manage the risk through vacancies and therefore projects are not being asked to make savings.

4.6 The **Flying Start** programme delivers in 26 Lower Super Output Areas (LSOA) based on the most disadvantaged areas in Caerphilly and targeted using the highest concentration of children aged 0-3 years living in income benefit households. The Programme had expanded the areas from 10 areas to 26 LSOAs during 2012-16 expanding from 1252 children aged 0-3 to more than 2483 children aged 0-3 and their families. This has enabled a reach of 29% of the children aged 0-3 in Caerphilly county borough (based on caseload data) in all of the 10% most disadvantaged LSOAs and some of the 20% most disadvantaged

4.7 During the last year there have been changes to the way in which Flying Start data is reported and as such some indicators are no longer used in appendix 1. Headline data:
- The caseload count remains consistently higher than the cap number of 2483 which is a greater reach than the funding should allow for
- Although the number of children more than one age band below their developmental norms improves between 2 years and 3 years, there is still a significantly higher proportion than expected for children needing additional strategies / support due to developmental delays.
- The majority of children eligible are offered a childcare place with an increase to 94% taking up the place. However, in 2017/18 the number taking up Welsh medium childcare places dropped significantly back to 6%.
- 62% of parents enrolled in parenting programmes show positive improvement in assessments.
- Initial analysis of the first cohort of children born in 2008/09 have shown 35 movements (12.5%) out of the borough, and many movements between or out of areas especially in the Bargoed, Hengoed, Pantside and St James areas (maps at the end of appendix 1).

4.8 One of the aims of Flying Start is to increase resilience of families, to mitigate a detrimental impact of ACEs on the family. In a recent caseload audit, the health visitors identified children aged 0-3 who have already had exposure to Adverse Childhood Experiences. 42% of children aged 0-3 in Flying Start have already had exposure to at least one ACE, and 7% have already had exposure to 4 or more ACEs which puts them as the most vulnerable children.

4.9 From 1st April 2018 **Communities First** has changed to Communities First legacy programme and the Communities for Work Plus programme.

4.10 Phasing out of the Communities First programme in the borough was completed by 31st December 2017, when the Community Regeneration department restructure process was completed. In the main, staff either left for positions in other departments/organisations or were successful in gaining posts within the new Legacy/Communities For Work+
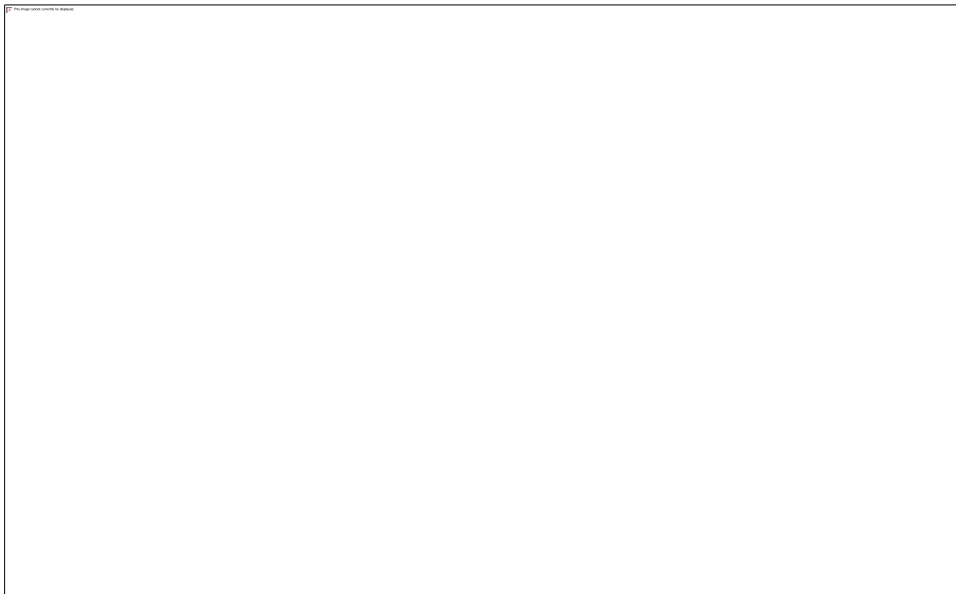
programmes. The remainder of the Communities First grant funding has been used to phase in the new programmes during Q4 (January – March 2018) covering salaries and supporting work in the identified priority communities and employment support, which will migrate to the Legacy & Communities For Work+ programmes in April. During the reporting period the focus was on preparing the team and the community for the introduction of the new programmes. Where necessary staff attended training to equip them with the appropriate skills to deliver the new programmes, this included Asset Based Community Development (ABCD) training to support the new approach to working with communities, endorsed by the PSB. Similarly, community groups were supported to access training/learning opportunities to support their sustainability post Communities First.

4.11   Youth and Family: The remaining members of the youth and family team have wound down and have started to transition young people. Those from areas that are not priority will be supported via Caerphilly Youth Service provision whilst the young people from priority areas will transition across to projects being delivered by the Legacy fund. The number of areas being covered has dramatically reduced and so has the number of children and young people being engaged. Provision has been focused on children and young people with the highest levels of need. The team managed to maintain as many sessions as possible as far into the year as was possible. Sessions in schools in priority areas continued, with a focus on a school in the south (Lansbury Park) and one in the North (Rhymney). Work has continued in Bedwas Comprehensive, although significantly reduced and sessions drew to a close in Phillipstown due issues with capacity. The Learning Pathway Centres have now been absorbed into Education.

4.12   8 priority communities have been identified for the Legacy programme following consultation with numerous internal departments (including Housing, Social Services, Education) as well as national indicators. The following have been identified as the most deprived communities and have, therefore, been agreed as the priority focus to implement the new way of working.
   • St James 3 and 4 (Lansbury Park)
   • Twyn Carno 1 and Moriah 3 (Rhymney)
   • Bargoed 4 (Park Estate, Gilfach)
   • Bedwas, Trethomas and Machen 6 (Graig y Rhacca)
   • New Tredegar 3 (Phillipstown)
   • Hengoed 2 (Cefn Hengoed)
   • Darren Valley 2 (Fochriw)
   • Ty Sign

4.13   We intend to adopt a place based focus, with a review of public services to assess how well they meet the outcomes required by residents, and how they could improve impact and value for money. The role of the Public Service Board, and the support of partners, is key to implementing this approach, and having endorsed the approach to Lansbury Park it provides an opportunity to develop this across a number of key areas across the borough.

4.14   Moving forward, results will be monitored against a range of measures, collected and reported via a combination of quantitative and qualitative methods. We are working in close partnership with staff responsible for developing the Caerphilly Wellbeing Plan, to ensure outcomes/measures are aligned with strategic priorities as a means of further integrating future work with that of mainstream services and the Public Service Board.

4.15   **Supporting People** – Supporting people was originally commissioned by Welsh Government in 2003; the programme covers the entire county and delivers support to vulnerable people in all tenures, with the support being provided by 40 agencies in the statutory, voluntary and private sectors. The support is related to allowing vulnerable individuals to access, maintain or move to appropriate accommodation for their needs. It does not incorporate care services such as domiciliary care, residential or nursing homes.

4.16   The services are available to any individual or family above the age of 16, are generally specialist in nature and specifically cater for those threatened with homeless, young people, refugees, victims of domestic violence, those with substance misuse and mental health

problems, people with learning disabilities, ex prisoners and older people.

4.17   The support offered is of a practical nature and can be to address the underlying issues affecting the person's ability to maintain accommodation e.g. mental health and substance misuse problems. It can include maximising people's benefits and reducing their debt, helping them to budget, achieve a health lifestyle and assisting them with access to further education and employment. Generally the support is for a limited period (up to two years), as the expectation is that people will, given sufficient support, overcome their crisis or vulnerabilities and move on into a more stable lifestyle.

4.18   The support can be delivered in the person's home (floating support 41 %) or in a specialist setting such as a domestic abuse refuge, homeless hostel, specialist supported housing, extra care scheme or sheltered housing. (accommodation based 59 %) Supporting people programme grant pays for the provision of support, whilst housing benefit pays for the rent and service charges associated with such specialist accommodation.

4.19   Services are commissioned and monitored by the supporting people team which is located within the Adult Services Directorate, outcomes are recorded for all individuals who access supporting people services, and these outcomes are prescribed by Welsh Government and relate to :-

- Promoting Personal and Community Safety
- Promoting Independence and Control
- Promoting Economic Progress and Financial Control
- Promoting Health and Wellbeing

4.20

4.21

Outcomes Data July to Dec 2016	Identified Need	Positive Outcome Achieved	Outcome Fully achieved
Feeling Safe	2087	126	1296
Contributing to the safety/wellbeing of self and others	1939	111	1128
Managing Accommodation	2810	240	1273
Managing Relationships	1991	123	1265
Feeling Part of the Community	1969	113	1220

Managing Money	3150	260	1558
Engaging in Education/Learning	1152	55	778
Engaging in Employment/Volunteering work	1121	51	718
Physically Healthy	2025	152	775
Mentally Healthy	2315	178	1065
Leading a Healthy, Active lifestyle	1971	103	1254

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Physically Healthy	2025	152	775
Mentally Healthy	2315	178	1065
Leading a Healthy, Active lifestyle	1971	103	1254

4.22 The programmes have been working well together to maximise reach to families across the borough. In 2019/20 there is a move towards a single funding stream for the above programmes plus 5 other grant streams and an indication of a 5%cut in allocation. The programme collaboration group is seeking to work across to partners to identify potential savings as well as have representation in the regional group to share learning from the pilots in 2018/19. However, there is concern that the 1.8% cut to Families First and Flying Start in 2018/19 has been challenging and a further 5% cut may have implications for frontline delivery of provision especially where programmes are already over subscribed.

4.23 **Collaboration across the programmes:** There continues to be collaborative working with Communities First, Families First and Flying Start funding Parent Network for parental engagement and the Petra literacy project which has now developed a series of 40 books (case studies are attached in appendix 2). Communities First, Flying Start and St James primary school are funding a family support worker post for the Children First community area Lansbury Park from April 2018.

4.24 Supporting People and Families First jointly commission domestic abuse services delivered by Llamau for children, young people and families, as well as debt advice and support delivered by Confident with Cash through CAB.

4.25 The development of supported family accommodation is critical for our most vulnerable young new parents. Supporting People are refurbishing flats in Aberbargoed to bring more supported accommodation on line and working collaboratively across the programmes to ensure those most vulnerable are fully supported in their transition to becoming a resilient functional family.

4.26 The programmes location based workers from Supporting People (housing floating support) and Flying Start (family support and health) are working closely together in Lansbury Park and Graig y Rhacca to support those most vulnerable on the two estates and to maximise the support they can receive to meet their needs.

4.27   All programme link well with statutory services and increase the support available for early intervention and prevention. Supporting People have significant links with health, social care and probation for support to ex-offenders and those most vulnerable or in crisis to ensure their housing related needs are supported and prevent an increase vulnerability through homelessness. Families First have significant links with Social Care working with families at risk of crisis to prevent the crisis and escalation into statutory provision. Flying Start links with schools and health to support early identification of ALN and improve child and family outcomes at the earliest point.

5.0   WELL-BEING OF FUTURE GENERATIONS

5.1   The four anti poverty programmes contribute 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 as described below:

5.2   The anti poverty programmes aim, over the long term, to raise aspirations, standards of attainment due to raising the baseline on entry to Education, employment opportunities, as well as increase family resilience in communities and parenting skills. A long term goal is to break the cycle of poverty and impact on long term economic activity of the next generation. Many of the four programmes use Results Based Accountability, enabling delivery to be planned to meet short term outcomes, whilst also constantly considering the contribution that interventions make to long term population outcomes. By forming and maintaining links with partners, particularly those within the employment sector, as well as local businesses, the programme is able to plan for future trends and demands within the labour market, to ensure long term sustainability of outcomes.

5.2   It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that places are planned and buildings developed accordingly to meet the changing demands of families. The workforce is trained and recruited to meet the planned projections of numbers needed in the different geographical areas, or in the different target vulnerable groups, and projects deliver flexibly to maximise efficiency.

5.3   The principles of partnership working and integration are key factors within the development of the anti poverty programmes projects and services. Within Caerphilly we all work closely with a vast range of partners from the public, private and third sectors; including the Local Health Board, Department of Work and Pensions, GAVO, Groundwork, Citizens' Advice Bureau, local police, schools, businesses, voluntary organisations and many more. This level of partnership working is an essential part of truly integrating with the local community to deliver meaningful outcomes, whereby services work together to maximise both referrals and the value of interventions through the sharing of resources, expertise, opportunities and access to customers. Some of the anti poverty programmes also deliver in partnership with others working regionally in development with other programme managers and partner organisation managers although delivering a local solution. Partnership working is intrinsic to the delivery of the programmes which cannot achieve the outcomes without working with others.

5.5   All four anti poverty programmes work collaboratively with each other and wider. Flying Start works in collaboration with other programmes to ensure families in need are supported. Families First and Flying Start both fund the health outreach team to deliver antenatal and health support complementing the Healthy Child Wales programme in non-Flying Start areas to ensure families are supported. Early Language interventions are jointly funded / contracted through Flying Start and Families First. Parenting programmes are delivered through both Flying Start and Families First funding enabling all parents across the borough to access parenting support regardless of their postcode. Assisted Places and Supported Places is funded through Families First to support children in non-Flying Start areas to access childcare if they have emerging developmental needs to support their progress. Flying Start works with families to support their engagement and confidence to access employment support through Communities First and other employment programmes, to ensure families have the

opportunity and support to break the cycle of poverty. This collaborative approach amongst the anti-poverty programmes in particular has enabled the development of customer "pathways" across a range of themes, including Employment, Family Learning and Mental Health, which track the transition of children, young people, adults or families through the different programmes and enables sharing of best practice for delivery, prevents duplication when planning and delivering services and maximises resources.

5.6   Involvement is intrinsic to the delivery of the anti poverty programmes, 3 of which have funded Caerphilly Parent Network to ensure that participation is built in to development and delivery through their wide engagement and development of parent forum across the borough. Parents, children and practitioners are seen as equal partners and have shaped delivery in communities to ensure the provision is in the right location and accessible as well as embedded in the community. An aim of the programmes has always been to empower local communities through involvement whilst addressing the causes and impacts of poverty. Staff regularly work with local community members and/or community organisations in the development of projects; and project participants are given frequent opportunities to feedback through project monitoring systems, to enable them to shape project delivery and ensure that needs are being met.

5.7   The programmes continue to work with Procurement to consider commissioning timelines and lengths of contract. This allows for greater consistency in each Programme delivery and allows projects to work long-term toward improving families' outcomes.

6.0   EQUALITIES IMPLICATIONS

6.1   The anti poverty programmes have positive equality implications linked to provision of sufficient provision and community based interventions, access to resources and sharing of best practice to deliver the full programme of support. The communities are diverse and all families are assessed for need to ensure appropriate interventions are in place to support their access and development; this may include translators for non-English speakers, additional support or resources for identified additional needs, accessible taxi and provision, Welsh medium provision or more bespoke packages in the home where there are mental health concerns and taking time to transition to community based groups.

6.2   The programmes support individuals living in some of our most disadvantaged areas or vulnerable circumstances, to address the causes and mitigate the impacts of poverty. Many individuals and groups who fall under the protected characteristics and wider issues covered by the Council's Strategic Equality Plan are often affected to a greater extent by poverty and the related causes; therefore it may be reasoned that the anti poverty programmes and partners will have an even greater positive impact on those individuals and groups.

7.0   FINANCIAL IMPLICATIONS

7.1   Caerphilly Families First is funded from a Welsh Government grant and received a £2.7 million budget in 2016/17, which was reduced by 1.8% to £2,679,747 in 2018/19, which has been managed within programme and without impact on delivery of provision.

7.2   The Flying Start programme has had a reduction of 1.8% in 2018/19 to £5,120,443. To date cuts have been managed through minimising buildings costs and reduction of consumables / resources. This year the intent was to apply for rate relief for all childcare premises April 2018, but legally this is not possible for any council occupied buildings. The 2018/19 budget will now meet the 1.8% cut through management of staff vacancies and careful monthly management reports. However, more significant proposals are going to be needed to meet future budget cuts of up to 5% when all funding merges in the Flexibility Funding 2019/20.

7.3   Supporting People has retained a standstill budget of £6,232,790, the programme service provider breakdown is approximately 65% delivered by the voluntary sector, 25% by statutory services (Social Services and Caerphilly Homes) and 10% by private sector agencies usually associated with supported housing for learning disability clients. All contracts are procured to

ensure compliance with grant terms and conditions and work is ongoing in 2017/18 to ensure that support is appropriately focused and targeted. The grant is 'ring fenced' and annual reviews are undertaken by Welsh Government to ensure that it is appropriately utilised.

7.4 Communities First has had a significant reduction in programme and new budgets for legacy and employability support in 2018/19.

8.0 PERSONNEL IMPLICATIONS

8.1 There are no current personnel implications for programme delivery in 2018/19.

9.0 CONSULTATIONS

9.1 There are no consultations that have not been reflected within this report.

10.0 RECOMMENDATIONS

10.1 Members note the contents of this report.

11.0 REASONS FOR THE RECOMMENDATIONS

11.1 To note the contents of the report to understand the interrelationships between the four programmes and the wide reach of service provision for children, young people, adults and families across Caerphilly county borough.

12.0 STATUTORY POWER

12.1 Children and Families Measure (Wales) 2010

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      Shelly Jones, Supporting People Manager, Social Services

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      Keri Cole, Chief Education Officer
      Dave Street, Corporate Director, Social Services
      Councillor Philippa Marsden, Cabinet Member, Education and Achievement
      Councillor Wynne David, Chair of Education Scrutiny Committee
      Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
      Lynne Donovan, Head of Human Resources and Organisational Development
      Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
      Sue Richards, Head of Education Planning & Strategy
      Sarah Ellis, Lead for Inclusion
      Paul Warren, Lead for School Improvement
      Jane Southcombe, Finance Services Manager
      Stephen Harris, Interim Head of Corporate Finance

Appendices:
Appendix 1 Flying Start programme annual impact report 2015-16
Appendix 2 Parent Network (jointly funded project) PETRA case studies

Flying Start programme Annual impact report 2017/18

The Flying Start programme has expanded from the initial 10 catchment areas to 26 Lower Super Output Areas (LSOA) based on the most disadvantaged areas in Caerphilly and targeted using the highest concentration of children aged 0-3 years living in income benefit households. The Flying Start programme delivers:

- Enhanced Health programme supporting families from antenatal stage until their child turns 4 years old, although they are not transitioned off the caseload until the September they attend reception.
- Parenting Programmes and individual Family Support – antenatal, postnatal, Solihull parenting programme, Parent Nurturing Programme, STEPS to success programme as well as bespoke individual support in the home and PAFT.
- Speech, Language and Communication interventions including Super Shellby support in childcare settings, Early Language Development groups, and Speech and Language Therapist support.
- Funded Childcare place for 2-3 year olds before they take up their Nursery place, including early identification and support for children with additional needs. Places are delivered in both non-maintained and maintained childcare settings to meet parental choice offering English or Welsh Medium provision.

Caerphilly started delivering the full Flying Start programme with all 4 components in the initial ten Flying Start areas in 2008-09. Therefore those children completing the Foundation Phase in the summer of 2016 will be the first cohort of Flying Start children who had access to the full programme prior to Nursery. The Programme has expanded the areas from 10 areas to 26 LSOAs during 2012-16.

The programme aims to establish positive behaviours in children and families, through healthy lifestyles, positive parenting, attendance and aspirations. Programme outcomes are based on the conditions of well being and are developing a range of population indicators to show progression in these outcomes:

- Flying Start children are healthy and thriving
- Flying Start children and their families are capable and coping well
- Flying Start children reach their full potential

During the last period of expansion 2012-16 the programme has grown from a caseload cap number of 1250 to 2483, doubling the size of programme and enabling a reach of 29% of the children aged 0-3 in Caerphilly county borough (based on Nov 2016 caseload data) in all of the 10% most disadvantaged LSOAs and some of the 20% most disadvantaged.

The Health Visitors are changing their family assessment to a resilience assessment and so the data will change accordingly.
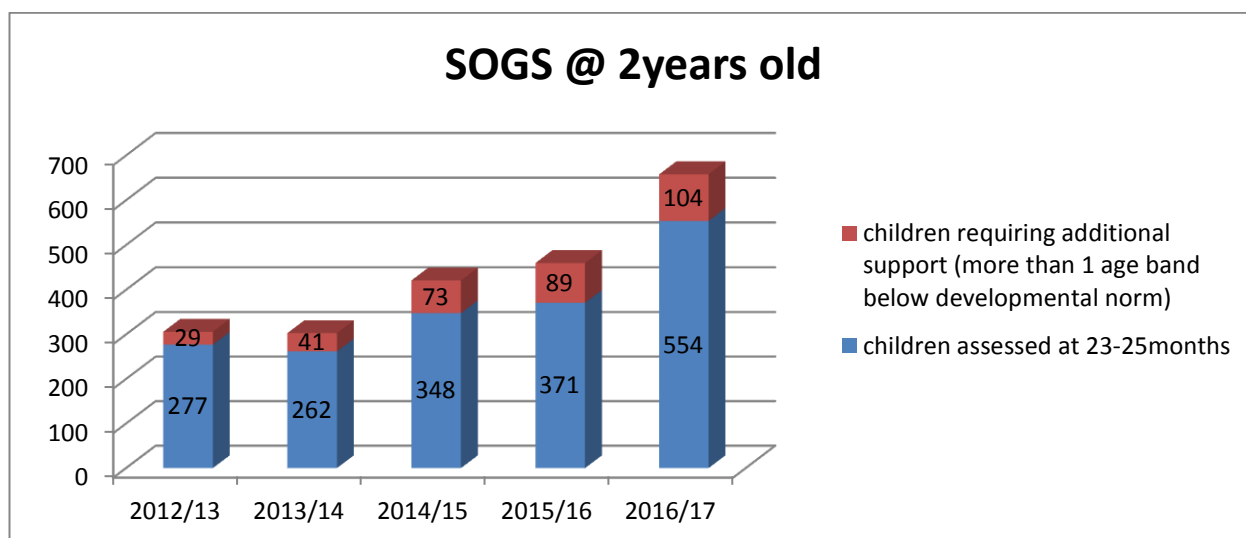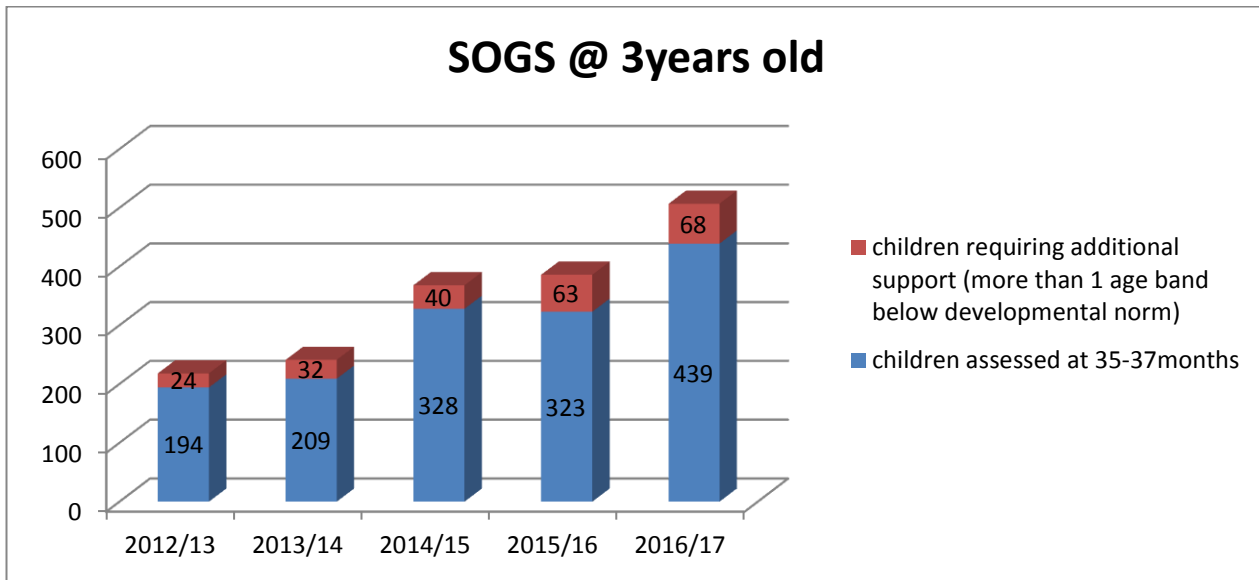

Caseload at 31st March
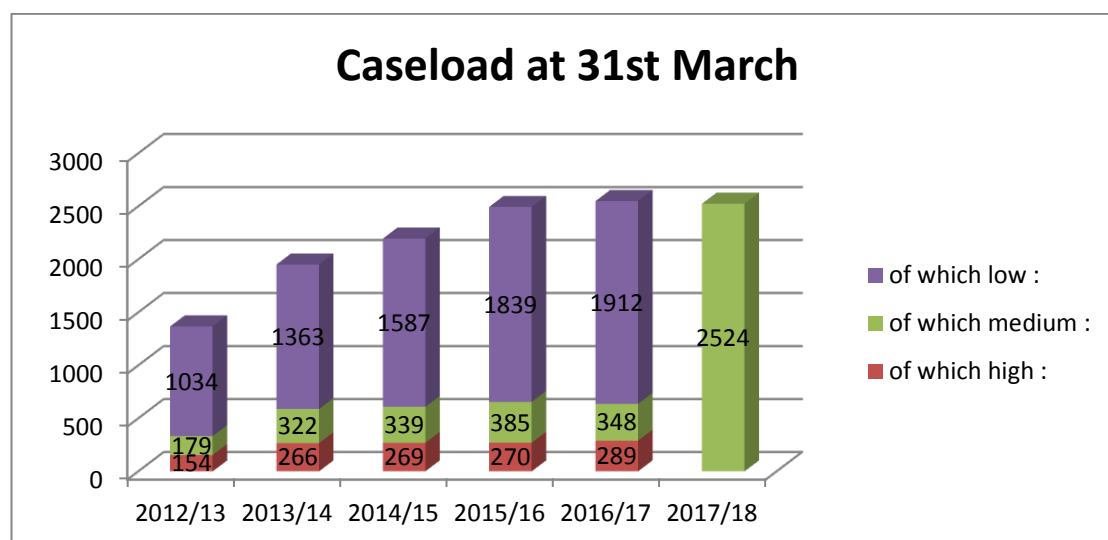
In addition Flying Start health visitors, health team and parenting team work with families in the antenatal period, to start interventions and support at the earliest point. This enables healthy relationships, realistic expectations and a healthy pregnancy as well as reducing anxiety during pregnancy which is better for brain development in the baby. The health visitors also carry 4 year olds on their caseload until they transition to school nursing in the September after their 4th birthday. There have already been interventions throughout the programme and so the impact of the additional 4 year old children is limited. Pregnancies and children over the age of 4years are not counted in the returns or data as they have officially left or not yet entered the programme, even though they may be in receipt of some Flying Start services. From 2017/18 pregnancies are no longer counted but moved to number of antenatal contacts.
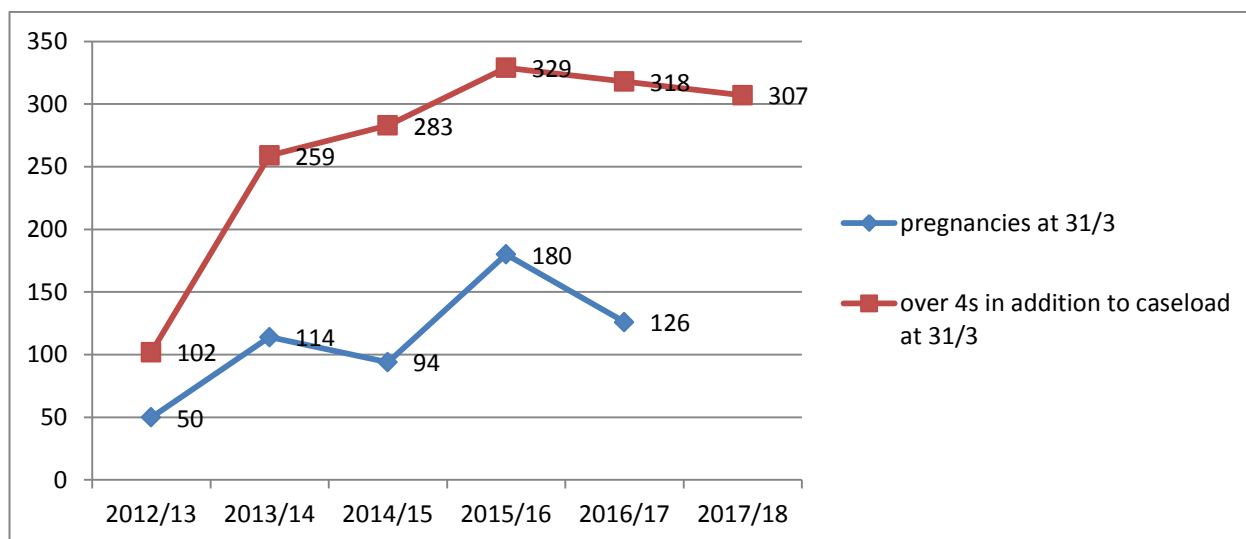
Children have developmental assessments at 2 key points in the programme at 2 years old and 3 years old, although this will change moving forward to 18months and 27 months in line with the new Healthy Child Wales programme. The Schedule of Growing Skills assessment is a child development screening tool and primarily used to identify significant delays of more than one age band below their expected level, to enable referrals to specialist services. The graphs below show that the Flying Start population of children has a higher number of children with development delays requiring additional support / more specialist interventions than in the wider borough population (statemented children at school age 3.1%). SOGS are no longer routinely undertaken on all children in Flying Start and so this indicator discontinues from 2017/18.
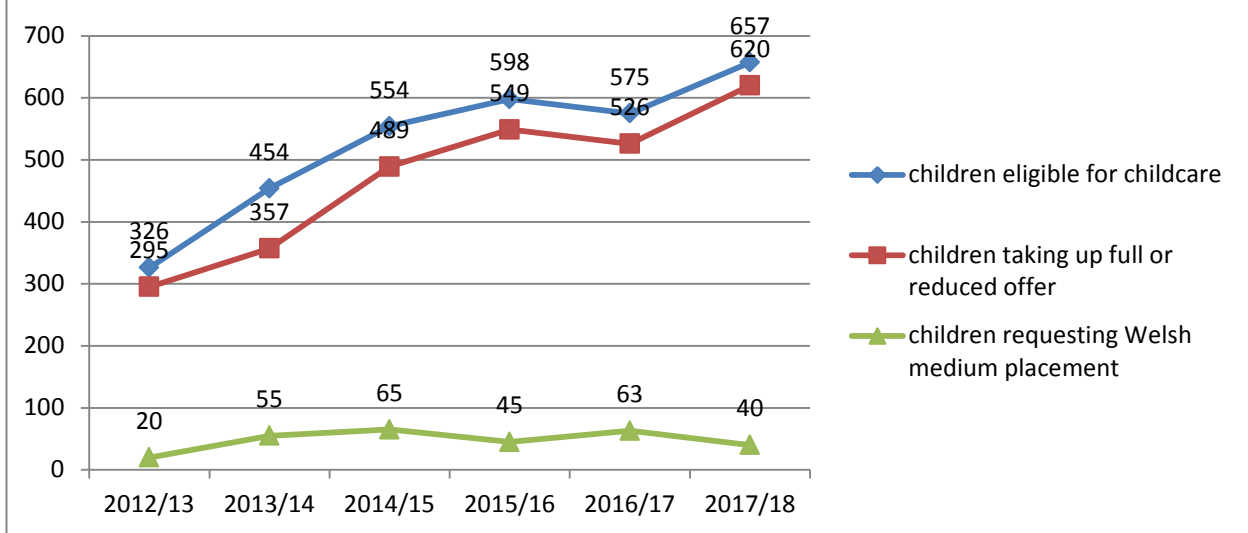
SOGS @ 3years old

Legend:
- children requiring additional support (more than 1 age band below developmental norm)
- children assessed at 35-37months

Year	children assessed at 35-37months	children requiring additional support
2012/13	194	24
2013/14	209	32
2014/15	328	40
2015/16	323	63
2016/17	439	68

Childcare places are offered to all children with options of Welsh or English medium places and ability to use a childminder or day nursery to enable working parents to have wraparound for their working hours should they need it.

Childcare eligible and offers made

Legend:
- children eligible for childcare
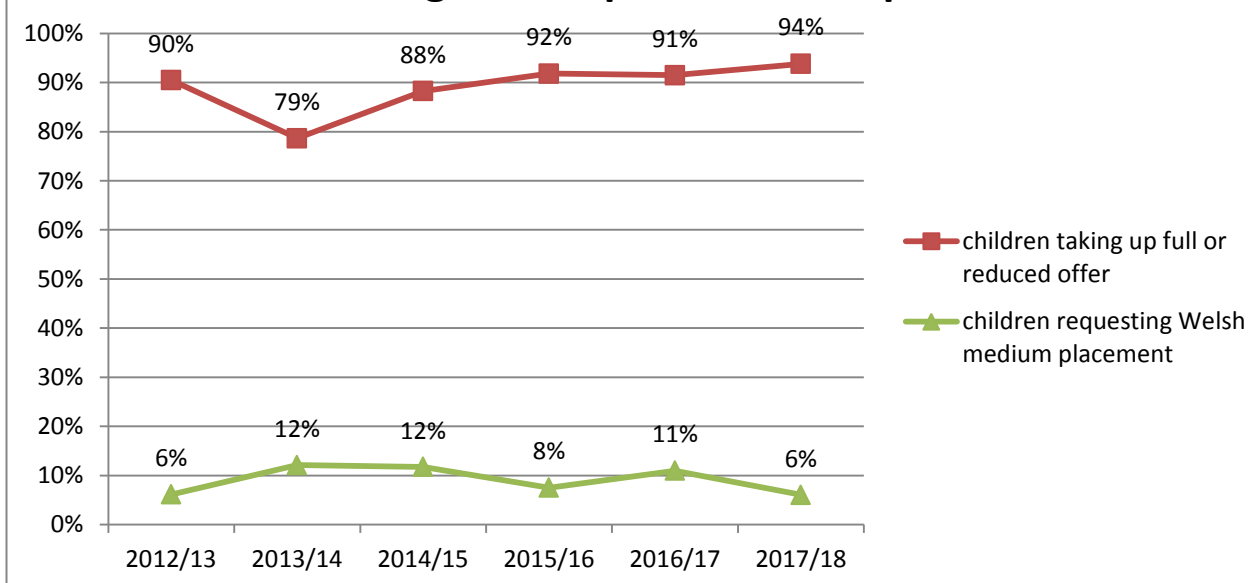- children offered childcare place
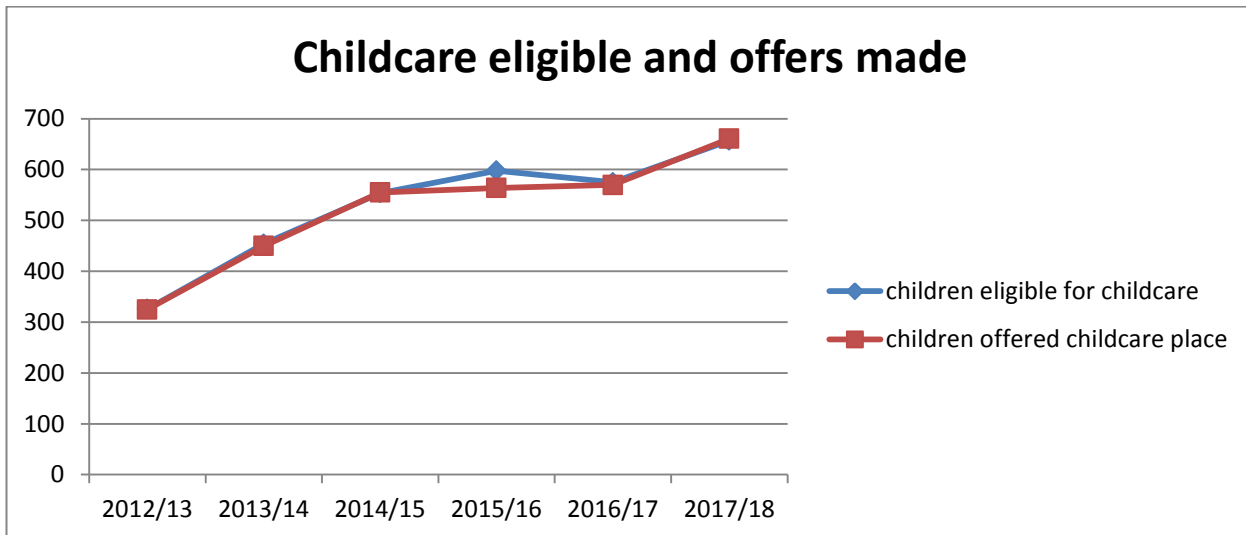
Childcare settings are a mix of maintained (employed and run by Caerphilly CBC) and contracted non-maintained settings (mix of providers including private business, voluntary management committee, Charitable Incorporated Organisations and sole traders). The increase in provision required has had added benefits to the local community through improving sustainability of community based provision, improvement in conditions of provision including infrastructure and equipment as well as upskilling staff and increasing those achieving level 5 qualifications. This has also created a significant number of jobs in the community and enabled career progression for staff and is in addition to the actual delivery of the provision for the development of the children in our most disadvantaged areas. The ratio required is 1:4 and so there are a significant number of staff involved in delivery as well as additional staff to support children with complex needs on Early Years Action plus. All children have development assessments which form the basis for their individual plans which may have progress to a play plan if there are emerging needs or outside agencies involved in their support.

Take up of childcare placements

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
children eligible for childcare	326	454	554	598	575	657
children taking up full or reduced offer	295	357	489	549	526	620
children requesting Welsh medium placement	20	55	65	45	63	40

The health visitor checks with the family during the 18 month visit regarding language preference for childcare and this often prompts the family to check they are registered with the central team ready for an offer letter. The offer letter is sent to all families the half term before they are due to start asking them to return the slip with their choice of setting named. The family then books their appointment with their setting to complete all paperwork and plan transition.

Percentage take up of childcare placements

|	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
children taking up full or reduced offer	90%	79%	88%	92%	91%	94%
children requesting Welsh medium placement	6%	12%	12%	8%	11%	6%

All parents are encouraged to attend parenting programmes or access bespoke packages of support in the home depending on their circumstances and family needs. This has shown a positive trend over recent years removing the stigma of accepting parenting support.

Parents attending parenting programmes
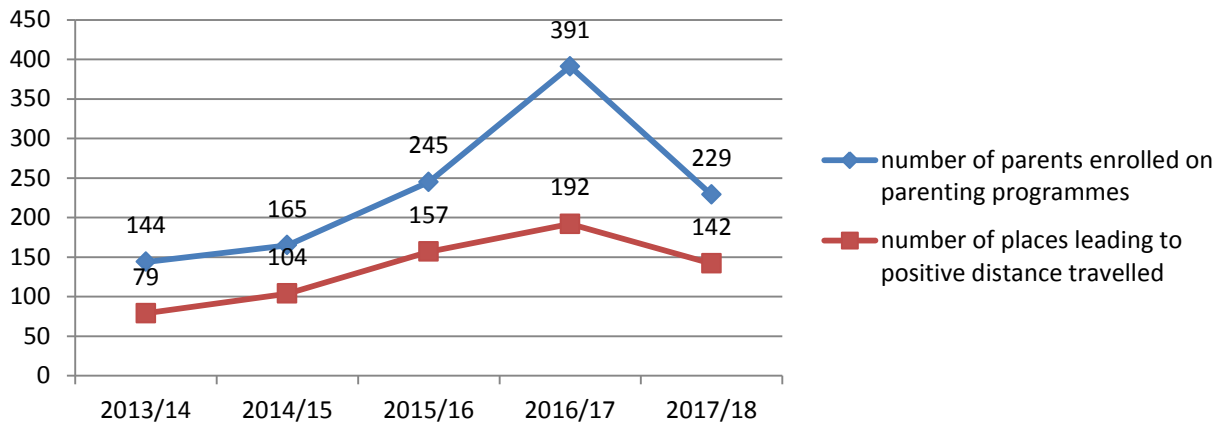
Many parents are recognising the positive aspects of parenting programmes and understand the difference in their skills from what they perceived in the beginning and what they now understand at the end of the course. Many realise that they weren't coping as well as they thought at the beginning of the course but now understand the improvement in their parenting skills.

Percentage of places leading to positive distance travelled
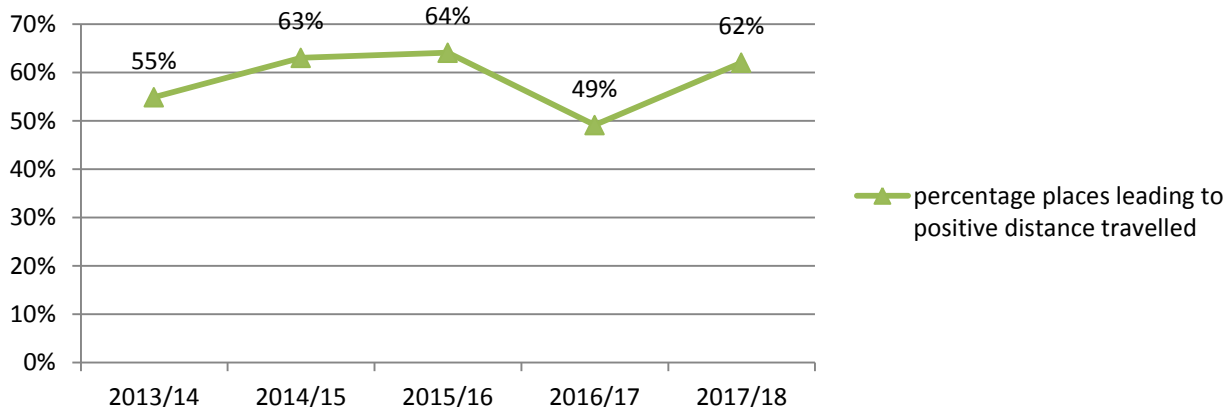
Bespoke packages can be anything from 4 sessions in the home to 1 year or 3 years depending on the family's needs and the outcomes they are working towards. Most packages are completed within 1-2 terms but some need more long term work to change entrenched behaviours, although the maximum so far has been 18 months.

Speech Language and Communication is embedded throughout the delivery of all groups and interventions to improve parent and child understanding of how to support SPC development. The group based programmes are aimed at 1-2 year olds and support SLC in a play based structured parent and toddler course. The groups develop activities based around a story and show how to encourage a love of books and reading stories, as well as songs and rhymes.

Case Study Flying Start family support

5 Star review on Facebook by parent NW

Recently completed the Flying Start Solihull course and could not fault it, especially the team leaders S and L. Very relaxed and friendly environment, and very enlightening. Looking forward to the next two.

5 star review on Facebook page by parent SG

I got help from Flying Start after my second child. I had post natal depression and couldn't leave the house. Flying Start were amazing and helped me become the mum I'm proud to be. The service is great and I highly recommend.

Message from parent C

I've just completed the Solihull course in Hengoed with S&M and the girls have helped me no end. I struggle with a lot of things. Battle my own demons with anxiety and stuff, but the girls have taught me its ok not to be ok. Ways to deal with parenting advice and ways to explain things to my children. Its been so helpful and given me confidence in parenting. I still lose my s*** but I feel like I can cope and there is light at the end of the tunnel. So thank you!

Case study Flying Start Childcare
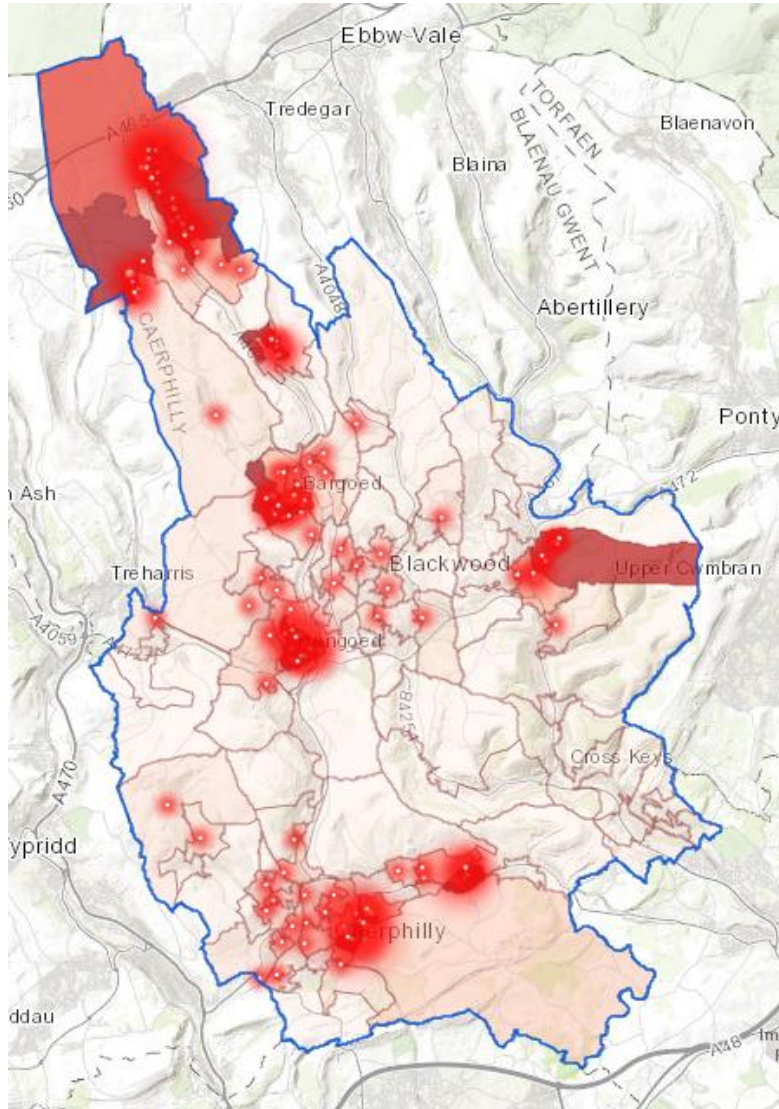
5 star review on Facebook by parent KW

My daughter has come on amazing since joining Phillipstown Flying Start. Her face lights up every morning when she sees the girls every morning.

5 star review on Facebook by parent NME

Cefn Forest Flying Start I cant thank them enough for all they do. My daughter loves it there. The staff go above and beyond and my little one always has so much fun and learns lots. Thank you

Initial data analysis of first Flying Start cohort

Flying Start programme began full delivery in September 2008 so children born would then have had access to the full programme. Of the 280 children attending childcare from that cohort, 245 children remained in the borough at the end of Foundation Phase. Therefore 35 children had moved out of the borough entirely and some children had moved away from their original Flying Start area so a direct correlation with their Primary School Foundation Phase results was not achievable. The largest moves seem to be from Hengoed, Bargoed, St James and Pantside areas.
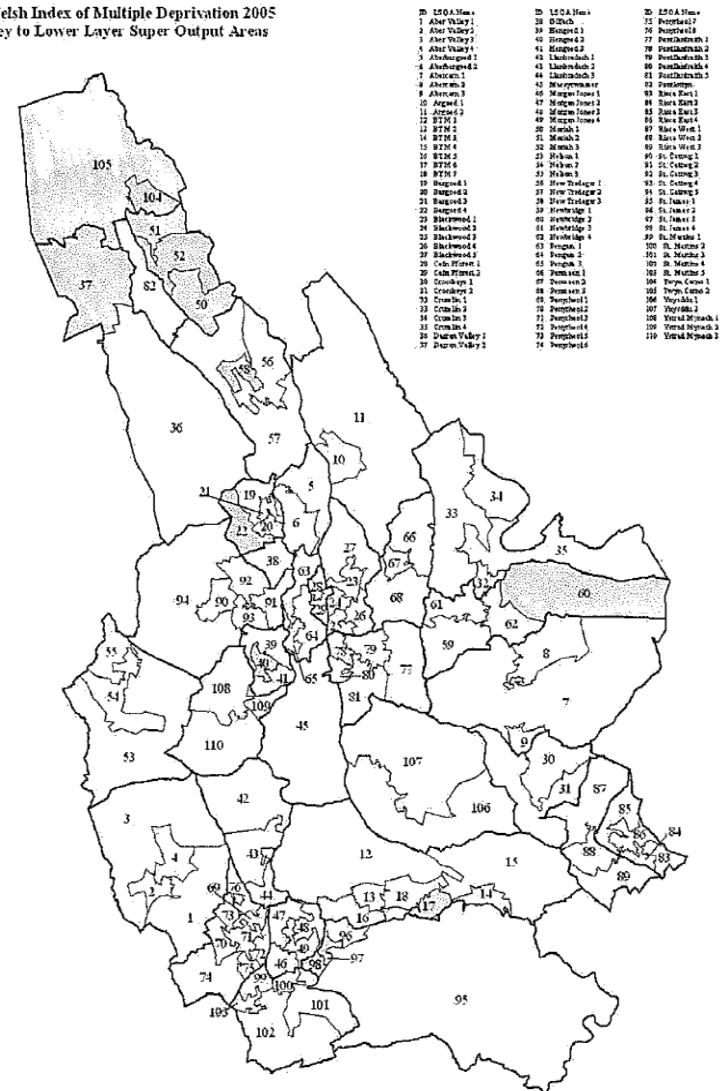
Case Study CF
Petra Literacy Project

CF first presented herself to the Petra project after the project was promoted to a local parent forum in White Rose. CF is a lady who has health issues and is confined to a wheelchair. CF first presented herself as a lady who was very reserved and had a lack of confidence who would need support and gentle encouragement throughout the sessions.

The Petra project is an 8 week programme running in partnership with Flying Start. To set the scene the benefits of the project were discussed with the participants during an introduction session at the start of the programme explaining that they will be given the opportunity to be involved in writing their own storybooks. Which in turn builds the confidence, helps the individuals personal growth, empowers parents to become role models to their families and the wider community. The writing of these books also helps by giving the parents transferable skills such as reading, writing and storytelling. The project believes that by raising the aspirations of the parent it will then in turn raise the aspirations of the child.

The project was made up of 10 adults. This was a well-established group with a vast amount of peer support. All of the participants of the group showed varying levels of literacy skills but all were eager to get involved in the project. It was clear that the Petra team would have to adapt the project to meet the needs of all the participants.

Even though the story can be used to support the use of imagination and adventure, the original aim of the story was to support equality. It was formed around CF and her (magic) wheelchair as without her wheelchair it would make it difficult for her to participate in and enjoy many activities.

At the start of the project CF was shy and reserved and reluctant to engage with the project believing herself to be unable to offer much to the project. However as the project progressed and a theme was established CF began to gain in confidence and was able to provide valuable insight and understanding with living with a disability which in turn helped to produce a fantastic storybook to be enjoyed by young readers and their families.

CF now has the confidence to engage in activities outside of her own community.

Case Study BM
Petra Literacy Project

BM first presented to the Petra project after the project was promoted to a local parent forum in Upper Rhymney Primary School. BM is a lady who initially presented herself as being confident with good literacy skills. From the introduction session with the group it was evident that BM would need little support to be able to fully engage with the project.

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The project was made up of 5 adults. This was an established group. All of the participants of the group had a clear understanding of the aims of this particular project and were eager to get involved. Although there was some initial tension within the group at the start, as the project progressed this started to ease and the group became more unified.

It was decided by the group early on in the project that they would like to create a book regarding the fears and anxieties suffered by young children. As the project progressed and the discussions became more involved it unknowingly brought up a lot of issues from BM's childhood that made her feel anxious and upset. Even though the sessions brought up these difficult memories for BM she felt comfortable enough within the group and the Petra team to discuss these issues and carry on with the project seeing it through to the end.

Case Study HC
Petra Literacy Project

HC first presented herself when the Petra project was promoted by the Parent Network to a local parent forum in Phillipstown. HC presented herself as being a young, confident lady with good basic knowledge. From the initial introduction session it was evident that HC would need little support to be able to fully engage with the project.

The Petra project is an 8 week programme running in partnership with Flying Start. To set the scene the benefits of the project were discussed with the participants during an introduction session at the start of the programme explaining that they will be given the opportunity to be involved in writing their own storybooks. Which in turn builds the confidence, helps the individuals personal growth, empowers parents to become role models to their families and the wider community. The writing of these books also helps by giving the parents transferable skills such as reading, writing and storytelling. The project believes that by raising the aspirations of the parent it will then in turn raise the aspirations of the child.

The project was a small group made up of 4 adults. HC was the only consistent participant throughout the course of the project due to the other participants having appointments and work commitments. The theme for the story was decided by the group early on in the project with HC coming up with the idea of combining both colours and songs to support not only young children's reading journey but also their learning experience.

Throughout the course of the project HC worked hard, including doing lots of research into songs for young children to ensure the content for the storybook was suitable to meet the needs of our target audience; as a direct result the group now have a book they will be proud of for years to come.