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For all enquiries relating to this agenda please contact Kim Houghton  
(Tel: 01443 864267 Email: [houghk@caerphilly.gov.uk](mailto:houghk@caerphilly.gov.uk))

**Date: 30th October 2018**

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room - Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 6th November, 2018** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and a simultaneous translation will be provided if requested.

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

Yours faithfully,

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

**Christina Harrhy**  
INTERIM CHIEF EXECUTIVE

## AGENDA

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

Pages

A greener place Man gwyrddach



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

To approve and sign the following minutes: -

- |   |  |        |
|---|--|--------|
| 3 | Education for Life Scrutiny Committee held on 25th September 2018.   | 1 - 6  |
| 4 | Consideration of any matter referred to this Committee in accordance with the call-in procedure.   |        |
| 5 | To receive a verbal report by the Cabinet Member(s).   |        |
| 6 | Education for Life Scrutiny Committee Forward Work Programme.  | 7 - 22 |
| 7 | To receive and consider the following Cabinet Report*: -<br>1. European Social Fund Operation Nurture Equip Thrive (NET) – 17th October 2018 |        |

*\*If a member of the Scrutiny Committee wishes for the above Cabinet report to be brought forward for review at the meeting please contact Kim Houghton, 01443 864267, by 10.00 a.m. on Monday, 5th November 2018.*

To receive and consider the following Scrutiny reports: -

- |    |   |           |
|----|---|-----------|
| 8  | Consultation - Proposal to Federate.  | 23 - 106  |
| 9  | Self-Evaluation Process and its Impact on the Education Directorate's Service Improvement Plan. | 107 - 122 |
| 10 | Education Other Than At School (EOTAS).   | 123 - 128 |

#### **Circulation:**

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

#### **Co-opted Members:**

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

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

**Outside Body Representatives** (without voting rights)

Mrs J. Havard (NEU) and Mrs P. Ireland (NEU)

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

And Appropriate Officers

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# Agenda Item 3



## EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 25TH SEPTEMBER 2018 AT 5.30PM.

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PRESENT:

Councillor D. Havard - Chair

Councillors:

P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, M.P. James, B. Miles, Mrs G.D. Oliver, J.E. Roberts, R. Saralis and J. Simmonds

Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), S. Richards (Head of Education Planning and Strategy), Jane Southcombe (Financial Services Manager), C. Forbes-Thompson (Interim Head of Democratic Services), E. Sullivan (Senior Committee Services Officer) and K. Houghton (Committee Services Officer).

Also Present:

Co-opted Members: Mr R. Morgan (Parent Governors) and Mrs P.J. Ireland (NEU)

E. Pryce (EAS), J. Wood (EAS) and N. Thain (Headteacher for Graig-Y-Racca Primary and Nursery Community School)

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P. Marsden (Cabinet Member for Education and Achievement), C. Andrews (Vice-Chair), Mrs T. Parry and R. Whiting. Also, Mr M. Barry (Parent Governor Representative), Mr D. Davies (Caerphilly Governors Association), Mrs J. Havard (NEU) and Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative)

### 2. DECLARATIONS OF INTEREST

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

**3. MINUTES – 3RD JULY 2018**

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on Tuesday 3rd July 2018 (minute no. 1-8) be approved as a correct record and signed by the Chair.

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

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

**5. REPORT OF THE CABINET MEMBER**

It was noted that an apology for absence had been received from Councillor P. Marsden, Cabinet Member for Education and Achievement; as such the report previously circulated was noted without comment. Members were asked to provide any feedback directly to Councillor Marsden via email.

The Chair read out a short statement on her behalf and thanked the Cabinet Member for her report.

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

The Interim Head of Democratic Services presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from September 2018 to April 2019.

Members were advised that since the publication of the report there had been a number of proposed changes to the Programme for their consideration. Officers have requested that Members consider moving the 21st Century Schools Programme report scheduled for 6th November 2018 to a date to be confirmed to allow additional information not available within that timeframe to be incorporated. The report entitled Pontllanfraith Primary SRB also scheduled for the 6th November committee will now also include Idris Davies School. Members were also asked to consider receiving the Flexibility Funding report for the 8th January 2019 as an information item and an additional report had been suggested for the 19th February 2019 meeting on Library Standards.

Members were asked to consider the Forward Work Programme and the proposed changes and make any amendments or propose any additional items to be included for future meetings.

The Chair thanked the Interim Head of Democratic Services for the presentation of the Forward Work Programme and Members comments were welcomed.

Members queried the progress of the report requested on plans for improving Key Stage 4 attainment. The Chief Education Officer advised Members that meetings were taking place with all of the Secondary Schools in the County Borough. These meetings will be completed before the October 2018 half-term at which point a view will be formed and reported to the 8th January 2019 Committee at the earliest in order to tie in with Key Stage 4 and 5 performance reporting. Members raised concerns with the timeframes for the reporting considering the need for a plan following this year's examination results and Estyn assessments for secondary schools in the area. The Chief Education Officer agreed that improvement in this area needed to be accelerated however as this required a strategic approach it was vital that all secondary schools be included in the preparative work so a balanced and informed view

could be formed across all the schools.

Members asked for an update on the reporting of the Additional Learning Needs Review outcomes. The Chief Education Officer confirmed that this was an ongoing review over several years and that three reports would be added to the Forward Work Programme in due course. Members were informed that there was further work to be done on the review, with three more visits to schools to be made and personnel implications to fully consider.

Members requested a brief overview of the status of the 21st Century Schools Programme Band B Proposals prior to its reporting at the 6th November 2018 Committee. The Head of Education Planning and Strategy informed the Committee that they were waiting to secure an agreement for funding streams to be confirmed before November 2018 and were also awaiting a progress update on the delivery of a review on provision of services in the County Borough. She expected the report to come before Scrutiny, prior to Cabinet, during the late spring term 2019.

Following consideration, it was moved and seconded that the recommendation in the report and the changes proposed by the Officer be approved. By a show of hands this was agreed.

RESOLVED that subject to the aforementioned changes, the Forward Work Programme appended to the report be approved.

## **REPORTS OF OFFICERS**

Consideration was given to the following reports.

### **7. PUPIL ATTAINMENT AT FOUNDATION PHASE, KET STAGE 2 AND KEY STAGE 3 – 2017**

The Chair welcomed Mrs. N. Thain, Headteacher of Graig-y-Racca Primary and Nursery Community School to the meeting.

Mrs Thain gave a presentation detailing the school's performance at Foundation Phase and provided examples of best practice initiatives used at the school. In particular the Headteacher outlined the challenges facing a school in an area of severe economic and social deprivation and highlighted the school's use of a variety of approaches to reach performance objectives. These included the use of indoor/outdoor learning environments, enriching learning environments for literacy and numeracy, different techniques for developing independent confident and curious learners and parental and community engagement.

Members asked a number of questions relating to parental involvement, liaison with the Flying-Start programme in the area and attendance levels. The Headteacher confirmed that a lot of the school's work has been focussed on fostering positive and inclusive relationships with parents and the community. This had involved meet and greets with the Headteacher, parental involvement in thematic learning days, homework club for pupils and parents and exploring a multitude of approaches to provide support to parents. This focus in reaching out to the community has also involved engagement with the Flying Start programme, with staff from both the school and the Programme sharing good practice and Flying Start events taking place in the school. The Headteacher advised Members that attendance levels were a work in progress with a multi-agency approach being taken to support parents particularly in the area of routine and structure setting in the home.

The Chair thanked the Headteacher for Graig-Y-Racca Primary and Nursery Community School and congratulated her on behalf of the Committee for the good work being carried out at the school.

The Chief Education Officer then introduced the report which informed members of pupils' attainment in teacher assessments at Foundation Phase, Key Stage 2 and Key Stage 3 in 2017. She advised the Members that reporting arrangements had changed as teacher assessments in local authorities would no longer be publically available in the form of league tables, this is to allow schools more freedom to adapt to the new Welsh curriculum, the assessment of which has not yet been determined. The data will still be available internally for local authorities to use however Benchmarks 1, 2, 3 and 4 will not be set as there will be no comparable data with other local authorities. Members were reminded that there would be a workshop detailing these changes on Thursday 27th September 2018 and were asked to make every effort to attend.

Members raised concerns that there appeared to be a reduction of comparative data available to inform the Committee's scrutiny of school performance and that comparisons could now only be drawn with national averages and not with similar local authorities. The representatives from the Education Achievement Service (EAS) agreed with the concerns raised however the changes represented a shift away from hard quantitative data and a move to softer qualitative data focusing on leadership, quality of teaching, well-being and differing learning needs. It was highlighted by the EAS representatives that the categorisation of schools would be indicative of their improvement path.

Members queried the performance gap between girls and boys and requested further information on how this was being addressed. The representatives from the EAS advised that work was being undertaken with schools to provide them with the strategies and tools to identify issues and ways to gather better data on the gap and its reasons. Members were informed that some schools had successfully addressed the gender gap issue and were sharing good practices across the Schools Network. Members were also advised that new professional standards for teaching and leadership were focussing on authentic learning experiences which in turn are geared toward addressing the gender gap and enhance the performance of boys at primary and secondary level. The Officers highlighted that comparatively the County Borough did not stand out as an area with a particularly large gender gap.

A Member asked for clarification on the STEM clusters and the monitoring of their work to ensure they are effective. The EAS representatives explained that there is a core EAS member in each cluster who engages with them and monitors grants and the suitability of their activity. In addition every Cluster is linked with a pioneer school where the Cluster representative can roll out good practices.

Members asked how the changes in performance reporting would affect the EAS and the services they provide to the region. The EAS representative informed the Members that there was still a role for them to play and the EAS would be producing a 3 year Forward Business Plan and a 1 year detailed Business Plan in due course. Members were advised that the EAS would also be introducing peer review into schools with even closer working between school and challenge advisors. In addition to this, the EAS will be working with Welsh Government and the Local Authority to predict and prepare for potential changes in the Education Service.

A lengthy discussion followed regarding performance data and accurate target setting, this led to discussion regarding cuts to budgets including cuts to behavioural support services and Members queried the impact of such cuts on managing challenging behaviour within school settings. The Chief Education Officer advised Members that alternative approaches and new methods of delivery were being developed, this included enhanced training for Teaching Assistants and developing routines and practices within the schools to deal with challenging behaviour.

In relation to EOTAS she informed the Committee that a report will be brought forward looking at all aspects of education other than at school including provisions for challenging behaviour where learning needs can't be met within the school setting. Members raised questions regarding the number of children within the County Borough who were educated outside of



the school setting, including at home or sent outside of the Borough to specialist settings. The Chief Education Officer confirmed there were currently approximately 300 registered and explained that children were educated outside of the school setting for a number of reasons, not just behavioural but also based on medical need including mental health issues, and it was worth keeping in mind that these were some of the Boroughs most vulnerable young people with complex and wide ranging issues. It was noted that provisions had also been put in place to support children where the parental choice is for them to be educated at home. Further to this the Officer reminded Members that the level and length of support provided would be tailored to meet the individual pupil need with the ideal goal being the reintroduction into the main stream school setting.

A further discussion was had regarding the terminology used in the reporting regarding Welsh language, Members felt it was difficult to distinguish between whether the data was referring to learning the Welsh language or language taught through the medium of Welsh. Members were advised this was national terminology but could be changed for greater clarity.

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

RESOLVED that the contents of the report be noted.

## **8. BUDGET MONITORING 2018/19**

The Finance Services Manager introduced the report which outlined the projected 2018-19 outturn position for the Directorate of Education and Lifelong Learning based on the most recent information available. She highlighted to Members that there was a current projected overspend of £438,000 within the Education and Lifelong Learning Directorate and an underspend of £1.475 million in the Corporate Services Directorate overall. She advised Members of relevant points to note as detailed in the Officer's report, asking Members to take particular regard of the timing of the report, being the first quarter of the financial year and therefore there would be a level of uncertainty in the figures.

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

Members discussed at length the cost of additional support provision for children unable to be educated within mainstream school, including home education and out of area placements. Concerns were raised regarding the level of funding required and Members queried whether these services could be provided in-house. The Chief Education Officer confirmed that costs in this area had increased but assured Members that those cases where alternative provision is used were extreme and complex and in the best interest of the individual. Members were advised that work is being undertaken to develop in house provision by offering professional development opportunities for teachers to train as experts in challenging behaviour. Members were advised of plans to develop a centre of excellence for educating children with challenging behaviour, it was envisioned that this would run alongside an outreach programme to enable schools to share best practice. A further question was raised by a Member regarding the current costs associated with sending children out of the County Borough in order to meet specific learning needs. The Chief Education Officer informed the Member that there were many reasons why a child cannot be educated within a school setting or within the County Borough. Although there is a lot of work being undertaken to improve the availability and quality of additional education support provision 'in-house', there will always be a proportion of children who will have to go out of area for their specific learning needs to be met at a cost to the Council. She assured Members that there will be additional reporting to the Committee on this subject in due course.

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

RESOLVED that the contents of the report and its accompanying Appendix be noted.

The meeting closed at 19:30pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 6th November 2018 they were signed by the Chair.

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CHAIR



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE - 6TH NOVEMBER 2018**

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

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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

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

### **2. SUMMARY**

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

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

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

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

### **4. THE REPORT**

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 25th September 2018. The work programme outlines the reports planned for the period November 2018 to April 2019.

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

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

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

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

## **6. EQUALITIES IMPLICATIONS**

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

## **7. FINANCIAL IMPLICATIONS**

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

## **8. PERSONNEL IMPLICATIONS**

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

## **9. CONSULTATIONS**

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

## **10. RECOMMENDATIONS**

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

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

11.1 To improve the operation of scrutiny.

## **12. STATUTORY POWER**

12.1 The Local Government Act 2000.

Author: Kim Houghton, Committee Services Officer  
Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services  
Keri Cole, Chief Education Officer  
Rob Tranter, Head of Legal Services and Monitoring Officer  
Catherine Forbes-Thompson Interim Head of Democratic Services

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

| <b>Education for Life Scrutiny Committee Forward Work Programme – November 2018 – April 2019</b> |   |  |                                     |
|--|---|--|-------------------------------------|
| <b>Meeting Date: 6th November 2018</b>   |   |  |                                     |
| <b>Subject</b>   | <b>Purpose</b>  | <b>Key Issues</b>  | <b>Witnesses</b>                    |
| Education Other Than At School (EOTAS)   |   |  |                                     |
| Federation of Schools  | To Consult Members on a proposal to federate the following groups of schools:<br>Park and Gilfach Primary schools<br>Ynysddu and Cwmfelinfach Primary schools<br>Fleur de Lys and Pengam Primary schools<br>BedwasJunior and Rhydri Primary schools | Advantage of federation<br>Challenges of Federation<br>Impact on School Governance<br>Heads viewpoint (witness)<br>Formal consultation process | Head Teachers from affected School. |
| Self-Evaluation  |   |  |                                     |

| <b>Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019</b> |                |                   |                  |
|---|----------------|-------------------|------------------|
| <b>Meeting Date: Special MTFP – 17<sup>th</sup> December 2018</b>                           |                |                   |                  |
| <b>Subject</b>  | <b>Purpose</b> | <b>Key Issues</b> | <b>Witnesses</b> |
| MTFP  |                |                   |                  |
|   |                |                   |                  |
|   |                |                   |                  |

| <b>Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019</b> |                |                   |                             |
|---|----------------|-------------------|-----------------------------|
| <b>Meeting Date: 8th January 2019</b>   |                |                   |                             |
| <b>Subject</b>  | <b>Purpose</b> | <b>Key Issues</b> | <b>Witnesses</b>            |
| Youth Forum Priorities  |                |                   | Youth Forum Representatives |
| Performance Key Stage 4 and 5   |                |                   |                             |
|   |                |                   |                             |
|   |                |                   |                             |

| <b>Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019</b> |                |                   |                  |
|---|----------------|-------------------|------------------|
| <b>Meeting Date: 19th February 2019</b>   |                |                   |                  |
| <b>Subject</b>  | <b>Purpose</b> | <b>Key Issues</b> | <b>Witnesses</b> |
| EAS Business Plan   |                |                   | EAS              |
| WESP  |                |                   |                  |
| Capital Programme   |                |                   |                  |
| Library Standards   |                |                   |                  |



| <b>Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019</b> |                |                   |                  |
|---|----------------|-------------------|------------------|
| <b>Meeting Date: 2nd April 2019</b>   |                |                   |                  |
| <b>Subject</b>  | <b>Purpose</b> | <b>Key Issues</b> | <b>Witnesses</b> |
|   |                |                   |                  |
|   |                |                   |                  |
|   |                |                   |                  |
|   |                |                   |                  |

| <b>Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019</b> |                |                   |                  |
|---|----------------|-------------------|------------------|
| <b>Meeting Date: June 2019 – Performance Management</b>                                     |                |                   |                  |
| <b>Subject</b>  | <b>Purpose</b> | <b>Key Issues</b> | <b>Witnesses</b> |
| Performance Management  |                |                   |                  |
| Wellbeing Objectives  |                |                   |                  |
| Progress Towards Targets<br>- EAS   |                |                   | EAS              |

| <b>Meeting Date: to be confirmed</b>                                |   |  |   |
|---|---|--|---|
| <b>Subject</b>  | <b>Purpose</b>  | <b>Key Issues</b>  | <b>Witnesses</b>  |
| 21st Century Schools Programme                                      |   | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |
| Review of Provision for Most Vulnerable Learners                    | To consult with Members on the outcome of the recent review and the options.                              | <ul style="list-style-type: none"> <li>• Quality provision</li> <li>• Value for money</li> <li>• Exclusions</li> <li>• Outcomes</li> </ul>           | Head Teacher<br><br>Keri Cole – Chief Education Officer                             |
| Youth Service Update<br><i>Diweddariad y Gwasanaeth Ieuencid</i>    | To consult with Members on the outcome of the recent review and options within the proposed consultation. | <ul style="list-style-type: none"> <li>• Current provision</li> <li>• Reconfiguration of Youth provision</li> <li>• Views of young people</li> </ul> | Youth Service User  |
| Additional Support Delegation<br><i>Dirprwyo Cymorth Ychwanegol</i> | To consult with Members on the outcome of the recent review and options within the proposed consultation. | <ul style="list-style-type: none"> <li>• Current provision</li> <li>• Options identified by stakeholder group</li> </ul>                             | Keri Cole – Chief Education Officer<br><br>Heather Duncan, Headteacher, Lewis Girls |
| SRB Funding   | To consult with members of the proposed changes and staffing implications                                 | <ul style="list-style-type: none"> <li>• Ensuring provision is appropriate staffed</li> <li>• Funding and staffing implications</li> </ul>           |   |

|  |  |   |  |
|--|--|---|--|
| Safeguarding – Member Request                        | To provide an update of relevant issues. | • |  |
| Attendance and Exclusions                            |  | • |  |
| Performance Measures 2019 onwards                    |  | • |  |
| Notice of Motion – Sanitary Products- Period Poverty |  | • |  |
| Regional Groups – Request by Chair                   |  | • |  |
| Pontllanfraith Pimary/Idris Davies SRB               |  | • |  |



## Cabinet Forward Work Programme (Presented to Cabinet and Scrutiny)

| 31ST OCTOBER 2018                              | Key Issues   | Author     | Cabinet Member          |
|--|--|------------|-------------------------|
| Annual Improvements Report 2017/18.            | The Annual Improvement Report (AIR) is a summary of the review work carried out by Wales Audit Office (WAO) during 2017/18. Individual reports will have been prepared throughout the year on specific matters but the AIR provides a collective summary. The AIR also includes the WAO's judgement on whether it believes that the Council is meeting its statutory requirements in relation to continuous improvement. | R. Roberts | Councillor<br>B. Jones  |
| Procurement of Digital Transformation Platform |  | L. Lucas   | Councillor<br>C. Gordon |
| Highways Maintenance Plan.                     | The new Approved Code of Practice now considers and allows a risk based approach to the strategy adopted for highway maintenance. The authorities Highway Maintenance Plan has been reviewed and amended to take into account this new approach.   | M. Lloyd   | Councillor<br>S. Morgan |

| 14TH NOVEMBER 2018                                  | Key Issues   | Author       | Cabinet Member          |
|---|--|--------------|-------------------------|
| Draft Budget Proposals for 2019/20.                 | This report will seek Cabinet endorsement of draft budget proposals for the 2019/20 financial year based on the Provisional Local Government Financial Settlement. This will then allow for a period of consultation prior to consideration of final 2019/20 budget proposals by Cabinet and Council in February 2019. | N. Scammell  | Councillor<br>B. Jones  |
| Draft Sport and Active Recreation Strategy 2019-29. | To seek Cabinet's endorsement of the Draft Sport and Leisure Strategy.   | R. Hartshorn | Councillor<br>N. George |

| 28TH NOVEMBER 2018   | Key Issues  | Author      | Cabinet Member         |
|--|---|-------------|------------------------|
| Whole Authority Mid-Year Revenue Budget Monitoring Report 2018/19. | The report will provide details of projected Whole-Authority revenue expenditure for the 2018/19 financial year along with details of any significant issues arising. The report will also update Cabinet on progress in delivering the approved savings for 2018/19. | N. Scammell | Councillor<br>B. Jones |



## Cabinet Forward Work Programme (Presented to Cabinet and Scrutiny)

|  |   |                             |                                    |
|--|---|-----------------------------|------------------------------------|
| Future Lighting and Energy Saving Proposals.                           | To consider options available to achieve street lighting energy savings that could contribute to the Medium Term Financial Plan and mitigate energy cost increases.   | M. Lloyd                    | Councillor<br>S. Morgan            |
| Local Toilet Strategy.   | To seek Cabinet approval for the commencement of a Consultation.  | R. Hartshorn/<br>C. Edwards | Councillor<br>N. George            |
| Wales Stalled Sites Fund and Self Build Fund (Plot shop)               | To advise Cabinet of the Welsh Government measures to assist in increasing the number of houses delivered through two funds and a supporting site database. Approval is also sought to progress work, in consultation with the Interim Head of Property Services and the Chief Housing Officer, to identify sites for the Plot Shop database. | D. Lucas                    | Councillors<br>S. Morgan/L. Phipps |
| Decriminalisation of Parking – Resourcing Report.                      | To seek Cabinet approval to progress recruitment of Civil Parking Enforcement (CPE) officers to ensure that the implementation of CPE meets the proposed 8th April 2019 go live date.   | M. Lloyd                    | Councillor S. Morgan               |
| Decriminalisation of Parking - Residents Parking Amendment Order 2018. | The report provides details for Cabinet consideration on the consultation feedback received to the proposals to implement residents parking permits in accordance with the councils approved policy.  | M. Lloyd                    | Councillor S. Morgan               |

| 12TH DECEMBER 2018   | Key Issues  | Author      | Cabinet Member          |
|--|---|-------------|-------------------------|
| Council Tax Base 2019/20.  | The report provides details of the Council Tax base for 2019/20 for tax setting purposes and the collection percentage to be applied.   | N. Scammell | Councillor<br>B. Jones  |
| Homelessness Strategy  | The report seeks Cabinet approval for implementation of the Strategy.   | S. Couzens  | Councillor<br>L. Phipps |
| Bryn Brithdir, Oakdale Business Park - Renewal of CCBC and WG Joint Venture Agreement. | To seek approval for the terms of the Joint Venture agreement with WG in relation to allocation of rental income received by the Council for Units 1-4 Bryn Brithdir, Oakdale Business Park.  | A. Bolter   | Councillor<br>S. Morgan |
| Lease Renewal 21 The Lawns, Rhymney.   | To seek approval for the Council to enter into a new 10 year lease to Groundwork Caerphilly (trading as The Furniture Revival) for Unit 21 Lawn Industrial Estate, which comprises 13,103 sq ft, at an annual rental of £1 per annum. | A. Bolter   | Councillor<br>S. Morgan |
| Industrial and Office Property Portfolio - Proposed changes to                         | To seek approval for proposed changes to the lettings procedure for the Council's industrial and office property portfolio.   | A. Bolter   | Councillor<br>S. Morgan |



## Cabinet Forward Work Programme (Presented to Cabinet and Scrutiny)

|   |   |               |                       |
|---|---|---------------|-----------------------|
| Lettings Procedure.   |   |               |                       |
| SUDS Approval Body (SAB) – Service Level Agreements with Local Authorities. | The report seeks Cabinet approval for the Caerphilly's SAB team to establish service level agreements to allow work to be undertaken for other local authorities.   | M. Lloyd      | Councillor S. Morgan  |
| Proof of Residency at Household Waste Recycling Centres.                    | To obtain approval for restricting the use of the Council's Household Waste Recycling Centres to residents of Caerphilly county borough only by introducing a requirement for proof of residency.   | R. Hartshorn  | Councillor N. George  |
| A Foundation for Success: Economic Development Plan.                        | To seek Cabinet approval for the Economic Development Plan as a sub-document of the council's regeneration Strategy "A Foundation for Success".   | D. Lucas      | Councillor S. Morgan  |
| <b>16TH JANUARY 2019</b>  | <b>Key Issues</b>   | <b>Author</b> | <b>Cabinet Member</b> |
| Ystrad Mynach Masterplan.   | To agree the Draft Ystrad Mynach Masterplan as a basis for a six week public consultation exercise to gauge stake holders views on the draft proposals for the area.  | R. Kyte       | Councillor S. Morgan  |
| Grants 18/19 Overview – Regeneration.                                       | This Report provides an evaluation of the current Regeneration Department's grant schemes and seeks Cabinet approval to combine the grants into a single " <b>Caerphilly Enterprise Fund</b> " with a refocus towards offering improved support to start-up businesses, stimulating economic growth, filling identified supply chain voids and supporting job creation. | R. Kyte       | Councillor S. Morgan  |
| Business Improvement Plan   |   | S. Harris     | Councillor B. Jones   |
| Integrated Grants - Children and Communities and Housing Support Grant.     | To inform the Cabinet of the Welsh Government's Flexible Funding project and the subsequent decision made by Welsh Government to implement two integrated grants from 1st April 2019.   | T. McMahon    | Councillor S. Morgan  |



## Cabinet Forward Work Programme (Presented to Cabinet and Scrutiny)

| <b>CABINET AS TRUSTEES OF BLACKWOOD MINERS' INSTITUTE – 16TH JANUARY 2019</b> | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b>   |
|---|-------------------|---------------|-------------------------|
| Annual Report and Statement of Accounts for 2017/20.                          |                   | P. Hudson     | Councillor<br>S. Morgan |

| <b>30TH JANUARY 2019</b>                 | <b>Key Issues</b>   | <b>Author</b> | <b>Cabinet Member</b>   |
|--|---|---------------|-------------------------|
| Corporate Risk Register.                 | To provide an update of the Corporate Risk Register in accordance with the Council's Risk Management Strategy. The updated Corporate Risk Register (CRR) is presented to Audit Committee so there is opportunity for the Committee to satisfy itself that appropriate arrangements are in place for the council's risk management processes to be regularly and robustly monitored and scrutinised. | S Harris      | Councillor<br>B. Jones  |
| Update on Reserves.                      | To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.   | N. Scammell   | Councillor<br>B. Jones  |
| Housing Revenue Account Charges 2019/20. | To present details of proposed increases in rent charges for the 2019/20 financial year.  | L. Allen      | Councillor<br>L. Phipps |
| WHQS – Final stages of the Programme.    |   | S. Couzens    | Councillor<br>L. Phipps |

| <b>13TH FEBRUARY 2019</b>  | <b>Key Issues</b>  | <b>Author</b> | <b>Cabinet Member</b>  |
|--|--|---------------|------------------------|
| Budget Proposals 2019/20 and Medium-Term Financial Strategy 2019/2024. | This report will seek Cabinet endorsement of final budget proposals for the 2019/20 financial year prior to them being presented to Council on the 21st February 2019. | N. Scammell   | Councillor<br>B. Jones |

| <b>27TH FEBRUARY 2019</b>       | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b>   |
|---------------------------------|-------------------|---------------|-------------------------|
| Bedwelty School Playing Fields. |                   | M. Headington | Councillor<br>S. Morgan |





## Cabinet Forward Work Programme (Presented to Cabinet and Scrutiny)

|   |                   |               |                       |
|---|-------------------|---------------|-----------------------|
| <b>13TH MARCH 2019</b>  | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b> |
| Future Childcare Solicitor Models.  |                   | R. Tranter    | Councillor B. Jones   |
| <b>27TH MARCH 2019</b>  | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b> |
|   |                   |               |                       |
| <b>10TH APRIL 2019</b>  | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b> |
|   |                   |               |                       |
| <b>CABINET AS TRUSTEES OF BLACKWOOD MINERS' INSTITUTE – 10TH APRIL 2019</b> | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b> |
|   |                   |               |                       |
| <b>24TH APRIL 2019</b>  | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b> |
|   |                   |               |                       |
| <b>15TH MAY 2019</b>  | <b>Key Issues</b> | <b>Author</b> | <b>Cabinet Member</b> |
|   |                   |               |                       |



## Cabinet Forward Work Programme (Presented to Cabinet and Scrutiny)

| 29TH MAY 2019 | Key Issues | Author | Cabinet Member |
|---------------|------------|--------|----------------|
|               |            |        |                |

| 12TH JUNE 2019 | Key Issues | Author | Cabinet Member |
|----------------|------------|--------|----------------|
|                |            |        |                |

| 6TH JUNE 2019 | Key Issues | Author | Cabinet Member |
|---------------|------------|--------|----------------|
|               |            |        |                |

| 10TH JULY 2019 | Key Issues | Author | Cabinet Member |
|----------------|------------|--------|----------------|
|                |            |        |                |

| CABINET AS TRUSTEES OF BLACKWOOD MINERS' INSTITUTE – 10TH JULY 2018 | Key Issues | Author | Cabinet Member |
|---|------------|--------|----------------|
|   |            |        |                |

| 24TH JULY 2019 | Key Issues | Author | Cabinet Member |
|----------------|------------|--------|----------------|
|                |            |        |                |



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 6TH NOVEMBER 2018

**SUBJECT: CONSULTATION – PROPOSAL TO FEDERATE**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To consult Scrutiny members on a proposal to federate the 4 groups of schools as shown below:

Park Primary School and Gilfach Fargoed Primary School  
Fleur de Lys Primary School and Pengam Primary School  
Bedwas Junior School and Rhydri Primary School  
Ynysddu Primary School and Cwmfelinfach Primary School

- 1.2 To give members the opportunity to comment to on the proposals as part of the consultation process as outlined in the Welsh Government Federation of Schools Regulations 2014.

### 2. SUMMARY

- 2.1 The Governing Bodies of the above schools have already been working on a collaborative basis for a number of years and have now requested that the Authority support them in proceeding to formal consultation to establish Federation status.
- 2.2 Cabinet, at its meeting of 11/07/18, agreed to the request to proceed to formal consultation in partnership with the Governing Body of each school.
- 2.3 The consultation documents attached at Appendix A, B, C and D identifies the Schools and Governing Bodies who are consulting, in partnership with the Local Authority, on these proposals.

### 3. LINKS TO STRATEGY

- 3.1 The report links directly to the Authority's Corporate Plan and specifically Well-being Objective 2018 – 2023, Improving Education Opportunities for All.
- 3.2 The report contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular, as follows:
- **A healthier Wales** – In supporting vulnerable learners to improve their well-being and educational achievement by pooling resources, experience and knowledge of both schools. Education is our greatest long term lever for improving the life chances of our learners.

- **A more equal Wales** – By ensuring our learners fulfil their potential irrespective of backgrounds. Underpinning all of our work is a belief that someone’s ability to benefit from education should not be determined by where they live. We will continue our drive to reduce inequalities and remove barriers to Education. Schools would work together formally to improve opportunities for all.
- **A Wales of cohesive communities** – By encouraging stakeholders to contribute to school planning and direction by a thorough and comprehensive consultation process.
- **A globally responsible Wales** – By contributing to the continued improvement of the Economic, Social, Environment and Cultural Well-being of the Borough.

## 4. THE REPORT

### Background

- 4.1 The term “Federation” describes a formal and legal agreement by which a number of schools share Governance arrangements.
- 4.2 The Welsh Government’s Federation policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships and is the principal initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.

### Summary of Federation Regulations

- 4.3 The federation of schools is a legal process which enables schools to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.
- 4.4 The term federation describes a formal and legal agreement by which a number of schools (between two and six) share governance arrangements and have a single governing body.
- 4.5 The most important reason for considering federation must be the benefits such an arrangement would bring for children and young people in the federating schools by enhancing educational provision through working together efficiently to raise standards, improve services and increase opportunities.
- 4.6 A federation can provide a foundation for sustainable long term development and improvement.
- 4.7 To be successful, federation needs to be based on a commitment to work as a group of schools and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements.
- 4.8 One of the advantages of federation is that schools that federate remain in their communities and keep their individual identity. However the existing governing bodies will be dissolved and replaced by a new, single governing body which will have oversight of, and equal responsibility for, the work of all schools within the federation.
- 4.9 The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with all stakeholders being represented although there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership which suits their particular circumstances as long as they have a minimum of 17 governors (two schools) and no more than a maximum of 27 governors (six schools) and adhere to the minimum and maximum numbers of governors set out in the regulations.

- 4.10 Schools in a federation will also be able to maintain their own delegated budget, name, character, school uniform and ethos, but will be able to explore the advantages of sharing resources such as facilities, IT, staff, school buildings, etc.
- 4.11 A decision to federate by either schools or LAs will not override the need for a LA to intervene or act on school improvement or school organisation issues.
- 4.12 Each school has its own Estyn inspection, though increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption.
- 4.13 The governing body of a federation can use budget, resources and staff across the federation to improve the educational outcomes for all pupils. An audit trail must be kept and separate accounts produced for each school in the federation.
- 4.14 The governing body of a federation cannot require existing staff to work across all schools within the federation, but they can negotiate with the school staff unions over whether flexible contracts can be introduced.
- 4.15 New staff can be appointed to work across schools in the federation.
- 4.16 It is a statutory requirement to seek the views of stakeholders on federation proposals, whether the federation has been proposed by the respective school governing bodies, the LA or in joint partnership.
- 4.17 Local authorities must allow the governing bodies 20 school days (excluding inset days) to respond to proposals and cannot establish a federation until a period of at least 100 days has expired from the date they publish proposals.
- 4.18 The 4 groups of schools are already working collaboratively and have done so for a number of years, as outlined in the attached Consultation Documents.
- 4.19 A full list of consultees is outlined below:-
- Pupils, staff, governors and parents/guardians of both schools.
  - Teaching and support staff associations.
  - Local ward members for each school.
  - School Councils
  - ESTYN
  - Catholic Diocesan Board of Education
  - Education for Life Scrutiny Committee
  - Education Achievement Service
- 4.20 The consultation period for these proposals will be 22<sup>nd</sup> October 2018 to 10th December 2018.
- 4.21 A summary of responses will then collated and discussed in detail with each governing Body in January/February 2019.
- 4.22 A Consultation Response report (including the views of the Governing Body) will be presented to Scrutiny for consideration in April 2019 prior to final determination by Cabinet.
- 4.23 If Federation is agreed the new Instrument of Governance for the single Federated Governing Bodies will be established in June/July in readiness for the commencement of the Federations in September 2019.

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

- 5.1 This proposal 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 in that:

- **Long Term** - The Federation principle will allow schools to formally work together effectively to raise standards, improve service and increase opportunities. This will allow for the sharing of expertise, resources and facilities.
- **Prevention** - Improving the use of Education resources across the schools will support pupils in their long term education and skills outcome in that they are more likely to succeed if their Educational experience is positive.
- **Integration** – An aligned and coherent curriculum increasing the opportunities to fulfil individual pupil needs, extending curriculum entitlement and giving the potential to share resources. This will allow for better continuity of provision from early years to the end of Primary schooling.
- **Collaboration** – A single development plan, single school policies, reducing duplication and also providing the opportunity to share resources but at the same time allowing each school to retain its own individual character within a strong overarching partnership where each school will be able to learn from each other.
- **Involvement** – Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders, e.g. parents, pupils and the local community.

## 6. EQUALITIES IMPLICATIONS

- 6.1 The Equality impact assessment is not needed because the report is formalising a partnership that is already in existence, therefore the Council's full EIA process does not need to be applied.

## 7. FINANCIAL IMPLICATIONS

- 7.1 The Federation process does not bring any savings to the Local Authority but may ease financial pressures within schools by sharing resources which can be deployed across the federation.

## 8. PERSONNEL IMPLICATIONS

- 8.1 Due to collaboration arrangements already being in place, in all 4 groups of schools, for a number of years there are no personnel implications anticipated directly resulting from this proposal.
- 8.2 Governing Bodies have the responsibility for the management of staffing within schools.

## 9. CONSULTATIONS

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

## 10. RECOMMENDATIONS

- 10.1 That Scrutiny Members consider each Federation consultation document and give their views on each proposal to federate the following groups of schools:

Park Primary School and Gilfach Fargoed Primary School  
 Fleur de Lys Primary School and Pengam Primary School  
 Bedwas Junior School and Rhydri Primary School  
 Ynysddu Primary School and Cwmfelinfach Primary School.

- 10.2 Following the consultation exercise a further report will be presented to Scrutiny and Cabinet for final determination on the proposal.

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

- 11.1 To work in partnership and support the groups of schools identified in 1.1 in undertaking a consultation exercise on federation which if approved will formalise the successful collaboration that has been in place for a number of years.

## **12. STATUTORY POWER**

- 12.1 Federation of Maintained Schools (Wales) Regulations 2014.  
School Organisation Code 2013 (Welsh Government).  
School Standards & Organisation (Wales) Act 2013.

Author: Sue Richards, Head of Education Planning & Strategy  
E-mail: richase@caerphilly.gov.uk

Consultees: Christina Harray, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Richard Edmunds, Corporate Director, Education and Corporate Services  
Dave Street, Corporate Director, Social Services  
Mark S. Williams, Corporate Director Communities  
Councillor Philippa Marsden, Cabinet Member, Education and Achievement  
Councillor Derek Havard, Chair of Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education for Life Scrutiny Committee  
Nicole Scammell, Head of Corporate Finance and Section 151 Officer  
Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)  
Rob Tranter, Head of Legal Services/Monitoring Officer  
Ros Roberts, Performance Manager  
Jane Southcombe, Financial Services Manager

### Background Papers:

Welsh Government Federation Process of Maintained Schools in Wales May 2014  
Cabinet report – Federation of Schools 11/07/18

### Appendices:

- Appendix A – Proposal to Establish a School Federation - Incorporating Cwmfelinfach and Ynysddu Primary Schools Consultation Document  
Appendix B – Proposal to Establish a School Federation - Incorporating Gilfach and Park Primary Schools Consultation Document  
Appendix C – Proposal to Establish a School Federation - Incorporating Fleur de Lis and Pengam Primary Schools Consultation Document  
Appendix D – Proposal to Establish a School Federation - Incorporating Bedwas and Rhydri Primary Schools Consultation Document

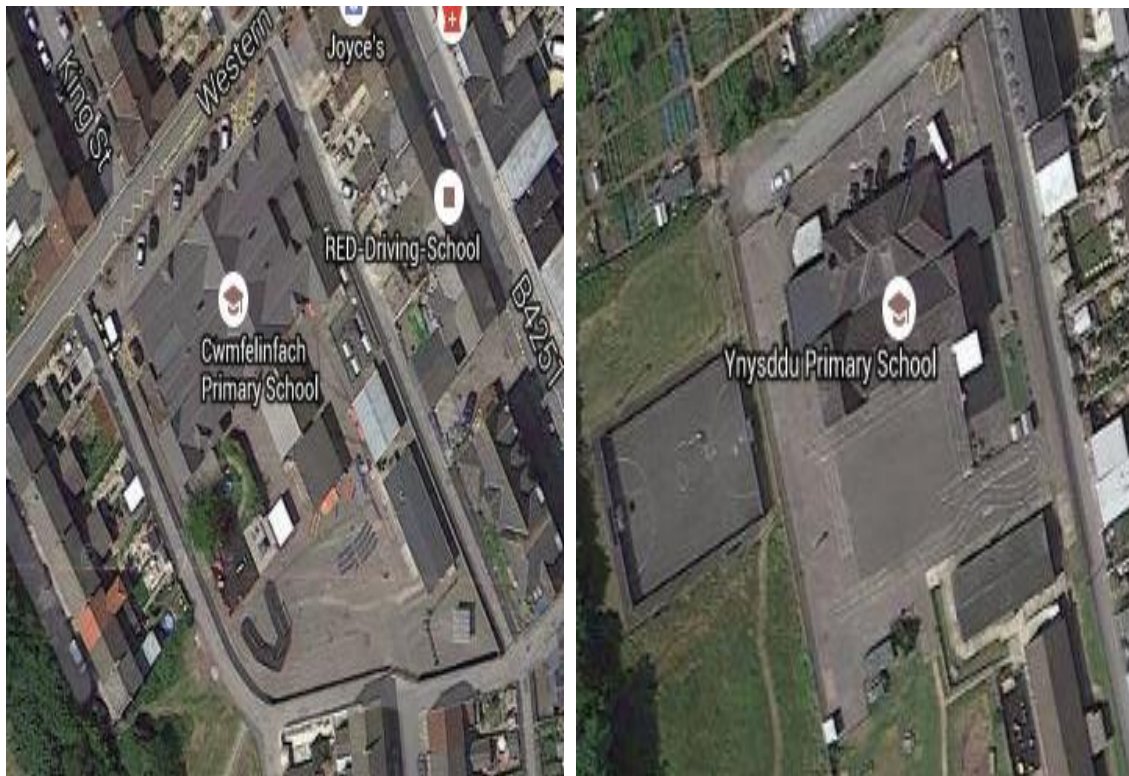
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# **Proposal to Establish a School Federation**

## **Incorporating Cwmfelinfach and Ynysddu Primary schools**

### **Consultation Document**



**Governing Body, Cwmfelinfach Primary School**

**Governing Body, Ynysddu Primary School**

**In partnership with**

**Caerphilly County Borough Council (Education and Lifelong Learning)**

**September 2018**

## **FOREWORD**

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The governing bodies of Cwmfelinfach and Ynysddu have met individually and jointly with the local authority to promote a formal federation involving the 2 schools.

Whilst both schools will continue to have their own individual identity with regards to name, culture, ethos and continue to manage their own budgets, this process involves establishing a single governing body to govern the two schools.

Both schools' governing bodies have worked collaboratively over the last couple of years and this is continuing to impact positively upon both schools.

The local Authority is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having effective leaders in its schools is considered central to this and is a challenge facing councils across Wales.

As such this consultation document sets out the case for a change to the leadership and governance arrangements at Cwmfelinfach and Ynysddu Primary schools. The consultation document has been prepared jointly by the governing bodies and the local authority.

The main purpose of this document is to provide information and to gather the views of identified stakeholders. Appendices to this document refer to general conditions for the Federation of Schools and as such should be read in the appropriate context to the federation of Cwmfelinfach and Ynysddu schools.

This consultation document seeks to provide information to allow you to make an informed decision as regards the proposal. Page 19 includes a response pro-forma which can be returned to either Cwmfelinfach or Ynysddu Primary Schools or the local authority.

Both governing bodies are proposing this formal federation development. We look forward to receiving your views on the proposal.

Carl Woods  
Chair of Governors  
Cwmfelinfach Primary School

Matthew Smith  
Chair of Governors  
Ynysddu Primary School

Keri Cole  
Chief Education Officer  
Caerphilly County Borough Council

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## The Proposal

The governing bodies of Cwmfelinfach and Ynysddu Primary schools, together with Caerphilly County Borough Council (CCBC) (the Local Authority- LA) proposes to use the powers granted to it by the Federation of Maintained Schools (Wales) Regulations 2014 to establish The Federation of Cwmfelinfach and Ynysddu Primary schools.

The schools have been working successfully on a collaborative basis for over 5 years.

The governing bodies of both Cwmfelinfach and Ynysddu Primary schools have consulted with the local authority (Caerphilly County Borough Council) and all are in support of the proposal.

The aim of the Federation is for the schools to work in partnership to:

- develop the excellent shared practice that guarantees outstanding experiences and increased opportunities for pupils and staff
- develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education.

This will ensure significant positive outcomes and improved standards for all.

The term 'Federation' describes a formal and legal agreement by which both schools work together in formal partnership under a single governing body. The existing governing bodies will be dissolved and replaced by a new, single governing body with strategic oversight of both schools.

The proposed name of the Federation is 'The Federation of Cwmfelinfach and Ynysddu Primary Schools'.

If the proposal is accepted, the Federation will come into being on 1 September 2019, albeit it is proposed to further develop joint working over the next 12 months.

## Background

Both schools have worked on a collaborative basis for over 5 years.

This collaborative approach remains in place and continues to impact positively on both schools.

Cwmfelinfach Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |       |
|---|-------|
| Capacity (excluding Nursery)  | 192   |
| Admission Number  | 27    |
| Pupils on roll (September 2017) – excluding Nursery                             | 207   |
| Free School Meals (FSM) – 3 year average (2014-2017)                            | 19.4% |
| Pupil Teacher ratio   | 20.2  |
| Attendance during the year  | 95%   |
| Pupils achieving the expected level in the core subjects at key stage 2         | 94.7% |
| Pupils achieving the expected outcome in the foundation phase areas of learning | 92.3% |
| Support Category (2017)   | Green |

Ynysddu Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |       |
|---|-------|
| Capacity (excluding Nursery)  | 130   |
| Admission Number  | 18    |
| Pupils on roll (September 2017) – excluding Nursery                             | 105   |
| Free School Meals (FSM) – 3 year average (2014-2017)                            | 26.4% |
| Pupil Teacher ratio   | 15.2  |
| Attendance during the year  | 94.9% |
| Pupils achieving the expected level in the core subjects at key stage 2         | 81.3% |
| Pupils achieving the expected outcome in the foundation phase areas of learning | 100%  |
| Support Category (2017)   | Green |

Both Cwmfelinfach and Ynysddu Primary Schools are a categorisation green support category. This means they are highly effective schools which are well run, have strong leadership and are clear about their priorities for improvement. The schools have a track record in delivering excellent outcomes for their pupils.

The two schools are located only 0.5 miles apart.

By entering into a federation, the two schools can work together under shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement.

By federating under one governing body, the climate of trust, openness and willingness to work together that already exists can be further enhanced.

## **Collaboration**

The two schools serve the villages of Ynysddu, Cwmfelinfach, Morrisville and Wattsville.

Currently, the two schools work very closely together under the leadership of a 'joint' head teacher. Strategic planning is overseen by a shared senior management team, comprising of the Head teacher and the Deputy Head teacher from each school. This ensures that operational systems are robust and cater for the needs of both individual schools.

Staff Inset days are shared which provides both sets of staff with relevant continued professional development opportunities and reduces the overall cost to each school. Periodic joint staff meetings, monitoring, triad observations and moderation activities further support the raising of standards for all pupils across both schools.

Shared transport arrangements for such things as school trips and swimming, further reduce overall costs, which can then be passed on to parents.

Over the past years there have been numerous examples of 'best practice' that have been developed and then shared across the two schools, along with staff expertise that has enabled both schools to retain their 'Green' categorisation and undergo two very successful Estyn Inspections.

**Key facts:**

- There will be a single governing body with strategic oversight of both schools within the federation.
- Each school retains its name, category, budget, staff and remains in its community.
- Each school will have its own Estyn inspection, though increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption.
- The governing body of a federation can continue to use resources and staff across the federation to improve the educational outcomes for all pupils.
- An audit trail must be kept and separate accounts produced for each school in the federation.
- The Federated governing body cannot require existing staff to work across both schools, but they can negotiate with the school's staff unions over whether flexible contracts can be introduced.
- New staff can be appointed to work across schools in the federation.

## Admission Arrangements

The admission arrangements for each school will remain unchanged. The Local Authority is the admissions authority for each school. Parents will apply for a place for their child at the school of their choice, not at the Federation, as each school in the federation is a separate school. If the child is not given a place in the school they choose, a separate application will have to be made to attend a different school. This is the case even if the second school applied for is the other school in the federation.

## Composition of the Governing Body:

|                               | <b><u>Recommended</u></b> |
|-------------------------------|---------------------------|
| LA appointed                  | 4                         |
|                               |                           |
| Headteacher                   | 1                         |
| Teacher                       | 2                         |
| Staff                         | 2                         |
| Parent Governor               | 4                         |
| Community Governor            | 4                         |
| - appointed by community      |                           |
| - appointed by governing body |                           |
| <b>TOTAL</b>                  | <b><u>17</u></b>          |

The recommended number is derived from the maximum in each category permitted within the regulations in relation to parent and community governors.



### **The benefits of federation:**

- Consistency of teaching and learning methodology, especially cross-phase.
- Reduced transitional dips in pupil performance.
- Streamlining of policies and structures.
- Sharing of good practice, preparation materials and resources.
- Enhanced opportunities for pupil activities.
- Enhanced opportunities for staff professional development.
- Increased opportunity for middle management development.
- Schools have options to choose a senior leadership structure to suit their circumstances leading to easier recruitment of staff and head teachers particularly if there have been difficulties.
- Opportunities for school leadership beyond a single school.
- Opportunities to maximise resources and professional expertise and achieve financial efficiencies from economies of scale.
- Promotes the broader welfare of students by offering potential for bringing together pastoral, health, careers, youth and other services to meet their all-round needs.
- Support for schools in difficulty. Schools with strengths can contribute to the learning of others.
- Supports school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
- Possible easier recruitment of governors with fewer governor vacancies.
- Small schools in particular can additionally benefit by: Developing networks for personal support. Sharing expertise and resources. Organising professional development. Arranging joint pupil activities

### **Keys to a successful federation**

- Building of trust between LAs, governors and school communities which is fundamental to the success of federations and must be fostered at every level of management.
- Commitment of time and resources from both schools involved.
- Shared vision and a common purpose of what needs to be done and how for improving attainment and achievement at all level.
- Shared identity between the schools e.g. geographical proximity and having common aims on curricular and non-curricular activities
- Clear leadership and management structures.
- Sufficient time for all parties to be at ease with the proposed changes.
- All to feel like equal partners.
- Sense of ownership of process by the schools.
- Good communication with parents and staff over the changes brought by federation.

### **Challenges of federation**

- Increased workload for governors during inception and first year.
- Initial concerns amongst governors, parents and staff – time needed for federation to bed down.

However, the Governors have been working successfully on a collaborative basis for over 5 years.

## **Federation (Wales) : A General Summary**

### **Policy :**

The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships.

### **Legislation :**

The Federation of Maintained Schools (Wales) Regulations 2014.

### **Summary :**

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The most important reason for considering federation must be the benefits such an arrangement would bring for children and young people in the federating schools by enhancing educational provision.

A federation can provide a foundation for sustainable long term development and improvement.

To be successful, federation needs to be based on a commitment to work as a group of schools and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements.

One of the advantages of federation is that schools that federate remain in their communities and keep their individual identity. However the existing governing bodies will be dissolved and replaced by a new, single governing body which will have oversight of, and equal responsibility for, the work of all schools within the federation.

The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with all stakeholders being represented although there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership which suits their particular circumstances as long as they have a minimum of 15 governors and no more than a maximum of 27 governors and adhere to the minimum and maximum numbers of governors set out in the regulations.

Schools in a federation will maintain their own delegated budget, name, character, school uniform and ethos, and will also be able to explore the advantages of sharing resources such as facilities, IT, staff etc.

A decision to federate by either schools or LAs will not override the need for a LA to intervene or act on school improvement or school organisation issues.

### **Consultation Process**

It is a statutory requirement to seek the views of stakeholders on federation proposals, whether the federation has been proposed by the respective school governing bodies or the LA.

This document represents the responsibility under The Federation of maintained Schools (Wales) Regulation 2014 to consult with appropriate stakeholders.

The main purpose of this document is to provide information and to gather the views of identified stakeholders.

The governing bodies and local authority will seek the views of the following stakeholders:

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A copy of the proposal will also be published on the Council's website.

A copy of the proposal will also be available for inspection at all reasonable times at both schools in the proposed federation.

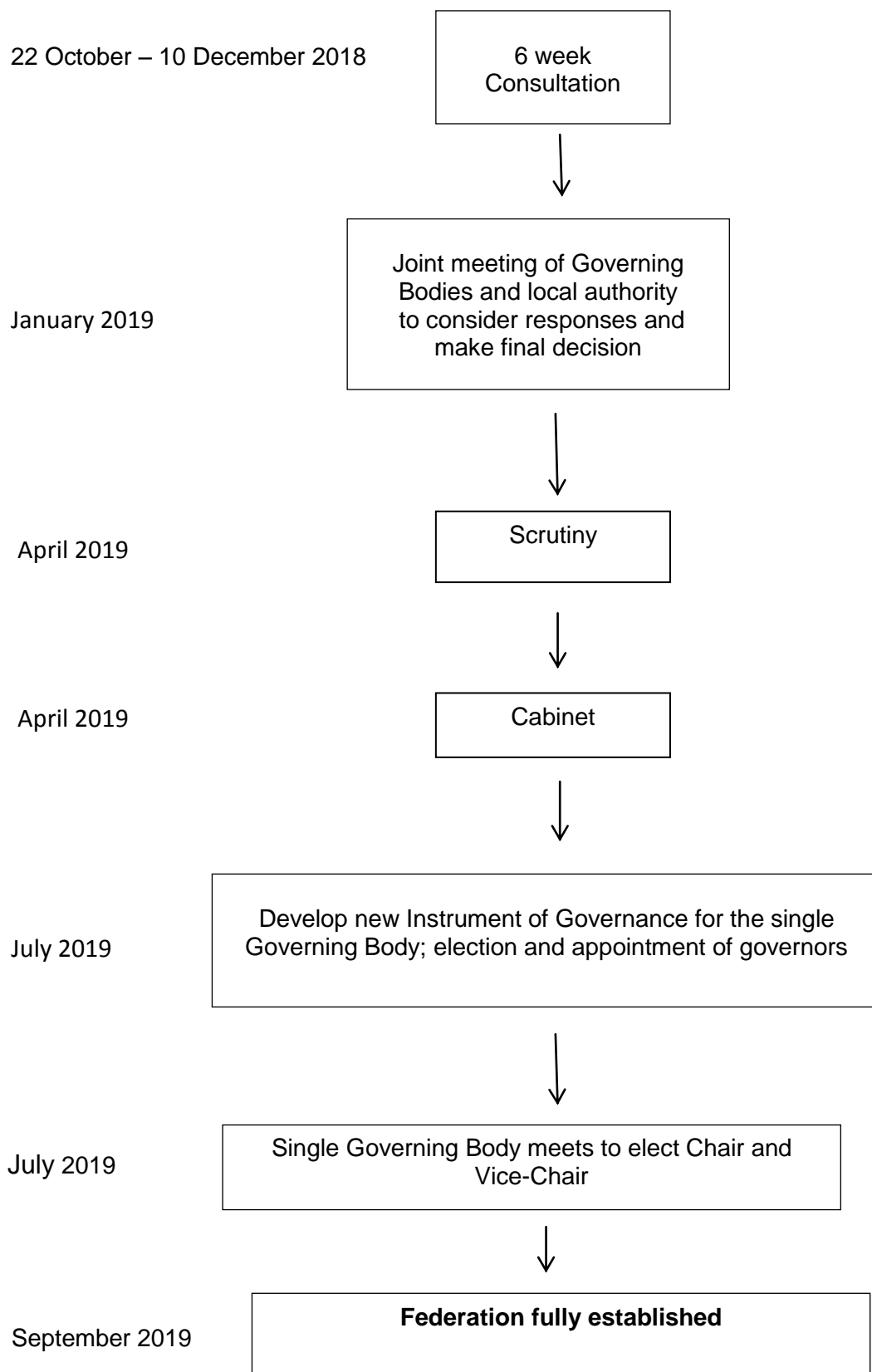
The comments received from the consultation process will be reported to the governing bodies and local authority for final determination.

The consultation period for this proposal will be 6 weeks from 22nd October 2018 to 10<sup>th</sup> December 2018.

During this period, you may express your views in writing to Cwmfelinfach Primary, Ynysddu Primary, or the local authority.

## Timeline

The timeline for the proposed Federation is shown in the following diagram:



## **Frequently Asked Questions around Federation relating to Welsh Government Guidance**

Q1. What is a Federation?

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality, their own name, ethos, budget and school uniform but could share resources, facilities and good practice.

Q2. Why should schools federate?

Working together through a single governing body structure enables schools to raise standards and maintain local education provision by sharing resources, staff, expertise, and facilities and sharing best practice. A single governing body also provides an effective and accountable mechanism for schools to pool resources, including staff and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.

Q3. What are the benefits of federation?

Federation will allow schools to more easily:

- extend the breadth and quality of provision
- respond to pupils' wider needs
- facilitate the release of our strongest school leaders teachers and governors to assist poorer performing schools
- widen opportunities for staff professional development
- deliver greater value for money.

Q4. Why might small schools benefit from federation?

Federation can help small rural primary schools to remain sustainable within their communities. The shared governing body provides an effective and accountable mechanism for schools to pool resources and staff, gain economies of scale and efficiencies that enable them to remain viable. Smaller schools in more rural and isolated areas could also gain as federation could open up opportunities to share management, governing body responsibility and curriculum expertise. For small primary it would allow them to deliver an enriched primary education by for example, sharing a specialist language teacher or drama teacher.

#### Q5. What are the benefits and risks of Federation?

There are a number of benefits for schools from being within a federation including broader learning and social experiences for children leading to improvement in pupil performance. Schools will be able to share resources, best practice, facilities and expertise. There can be further emphasis on strategic leadership and management structures, and staff will have new opportunities to work together and reduce isolation. Duplication of effort can be avoided and there is an opportunity to promote better economies of scale.

Some of the risks include the potential organisational difficulties in providing a curriculum across a number of schools. Communication with parents and staff at different schools may present a challenge. Travel costs may be higher if staff and pupils move between schools to meet curriculum needs. There may also be relationship and trust issues for governors, head teachers and staff working across schools. The federated governing body should be aware of the potential risks and have strategies and actions to mitigate them.

#### Q6. Will my school lose its identity within a Federation?

Schools within a federation will not lose their individual identity though they will share a single governing body. The schools retain their separate legal status and have their own budget allocations and will be subject to their own Estyn Inspection. The schools will also remain in their community and retain their own character, name, ethos and school uniform. Whilst each school receives and must account for its own separate budget, there is scope, through the single governing body, to use pooled budgets across the schools in the federation. Federation works on the basis that all schools have their own particular strengths and advantages, whether it is facilities, staff or resources.

#### Q7. What are the Inspection arrangements for Federated Schools?

Estyn's document 'When will the next school inspection take place?' sets out guidance on inspecting federated schools. The Education (School Inspection) (Wales) Regulations 2006 require Estyn to inspect maintained schools every six years and produce an individual report for each school. This would also apply to schools in the federation. Estyn cannot move a school inspection to later than six years but may carry out inspections in a way that the schools in a federation are inspected in the same term, especially where the schools have the same Headteacher. Estyn would also consider requests from a governing body or LA to inspect schools in the same term. Estyn would also try to ensure that the inspection teams for the schools in a federation have overlapping membership.

Q8. What happens to staff within a federation? Will their Conditions of Service change?

In a federation, all staff would be employed on the same conditions of service as now and by the same employer. Whoever is the employer of staff will continue to be the employer under the contract of employment. For community, voluntary controlled, community special schools and maintained nursery schools, the LA is the employer under the contract of employment although the governing body of the federation retains responsibility for certain staffing functions i.e. staff grievance, capability, redundancy, staff disciplinary and dismissal matters and appointments. The governing body is the employer under the contract of employment for staff in voluntary aided and foundation schools.

Combined strategic and financial planning should mean that jobs can be better protected in any combined period of contraction and that specialist staff can be used to best effect, recognising that all support and teaching staff have specialist skills and knowledge. Staff would be able to learn from each other within a coherent approach to deliver professional learning communities that use data and the National Model to focus on school improvements that link to national priorities and their school development plans.

The governing body of a federation would also be able to appoint new staff to work within all schools in the federation. This could include the appointment of a single Headteacher with responsibility for all the schools in the federation, or the appointment of a Bursar or person with financial management skills and/or business management skills to oversee the non-teaching aspects of the federation business.

Q9. Can a federation have a single Headteacher with responsibility for all the schools in that federation?

Yes, if that is what the schools wish to have and this might be a viable option in a federation of small rural primary schools. Where this option is chosen for a larger federation of up to six schools, i.e. a secondary school and its feeder primary schools where each of those schools has a large number of pupils, governing bodies and local authorities should consider how this arrangement could be managed and any support structure a single Headteacher might require. For example, consideration could be given to implementing a management structure that addresses the individual needs of each of the schools whilst also supporting curriculum continuity across the federation. This could mean having staff in each school whose purpose is to focus on teaching and learning supplemented by a structure of posts that work across the federation, all of which would be managed by a single Headteacher.

Another option governing bodies and local authorities may consider is for the federating schools to retain head teachers in each of the schools instead of appointing a single Headteacher.



From a day to day operational perspective schools may wish to adopt a third option which would be to appoint a head of the federation and retain a Headteacher in each of the schools. If this arrangement was agreed, from a governance perspective only, the overarching Headteacher in charge of the federation, if such an appointment is made, would be a member of the governing body. If no such appointment is made the head teachers of all the schools may be governors.

Q10. Would the 'Headteacher' with overall responsibility for the federation be responsible for managing head teachers of each school in the federation if that is the agreed structure?

The governing body may choose to appoint a single head of the federation with full responsibility for all of the schools in the federation and have only a senior teacher or deputy Headteacher in charge of each school. If the teacher in charge is not a qualified Headteacher carrying out the full range of statutory duties of a Headteacher, then the head of the federation would be responsible for the performance management of those staff. The governing body would be responsible for the performance management of the head of the federation.

Q11. How should heads of federations be paid?

Following a recommendation from the School Teachers' Review Body (STRB) the Department for Education in England is currently updating the Teachers' Pay and Condition document to reflect interim payments for head teachers who take responsibility for more than one school.

Q12. Are parent governors elected by the parents from their school only or from parents across all schools in the federation?

The proposal for federation should state the number of parent governors from each school which in law is that every school must have at least one parent governor elected by the parents (or appointed by the governing body if no parent stands for election), at that school but no more than two parent governors per school. It is reasonable therefore that once a decision has been made as to how many parent governors each school would have, the parents of only that school should vote in the parent governor elections. If the decision is that a school should have two parent governors each, and no parents in a particular school stand for election or only one parent stands for election, the federated governing body may appoint parent governors in accordance with Schedule 2 of the 2014 Federation Regulations. This means that the governing body could appoint a parent of a registered pupil at the school; or the parent of a registered pupil from another school in the federation; or the parent of a child of compulsory school age (or under compulsory school age for a nursery school).

Q13. Can a Federation be time-limited?

A federation should be seen as a long term commitment and not as a quick fix. The LA or respective governing bodies will have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. A federation would put in place strategic and operational plans to insure the sustainability and development of the schools. That will require medium to long term planning. Nonetheless, the 2014 Federation Regulations do allow individual schools to leave a federation and for a federation to be dissolved.

Q14. Should we be working collaboratively as a first step with schools we may be thinking of federating with?

If you work collaboratively with other schools it may help you to create trust between the schools and will enable you to foster a good working relationship which will make it easier for the schools to take the next step and federate. Federation will be successful where the staff and governors are committed to working together for the benefit of the school communities.

Q15. Can schools establish a joint governing body before formally federating?

No – the governing body of the federated schools comes into being on the date the federation comes into force which must be at least 125 days from the date the federation proposals are published (or 100 days if small schools are being federated). This means that the governing bodies of the schools that are federating will have to have held elections for the core governors i.e. parents, teacher and staff and the LA will have to have appointed their LA governors. On the date the federation comes into force the newly constituted single governing body can meet and appoint their community governors. The schools may however set up a joint working group or committee of governors to oversee the federation process if they wish.

Q16. Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new instrument of government as well as the name of the federation. The process for revising the instrument of government and changing details such as the names of the schools is set out in the Government of Maintained Schools (Wales) Regulations 2005. The LA and the governing body should reach an agreement on the proposed changes. If they cannot the final decision rests with the LA who will want to ensure that any changes are not misleading.

All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.

### Response Form

#### Proposal to Federate Cwmfelinfach and Ynysddu Primary Schools

Please note that we will make any comments that you make publicly available as part of the subsequent report. You are not asked to provide your personal details. All the information you provide will be handled in accordance with the Data Protection Act 1998.

Please indicate which of the following most accurately reflects your views:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Please provide your comments on the proposal to federate Cwmfelinfach and Ynysddu Primary schools:

Print Name: \_\_\_\_\_

Category of respondent (e.g. parent) \_\_\_\_\_

If parent which school does your child attend: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Once completed, please return to:**

- Cwmfelinfach Primary School, King Street, Cwmfelinfach, Ynysddu, NP11 7HL OR
- Ynysddu Primary School, High Street, Ynysddu, NP11 7JH OR
- Keri Cole, Chief Education Officer, Caerphilly County Borough Council, Ty Penallta, Ystrad Mynach, Hengoed, CF82 7PG.

**The closing date for responses is Monday 10th December 2018.**

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**Proposal to Establish a School Federation**  
**Incorporating Gilfach Fargoed and**  
**Park Primary schools**  
**Consultation Document**



**Governing Body, Gilfach Fargoed Primary School**

**Governing Body, Park Primary School**

**In partnership**

**Caerphilly County Borough Council (Education and Lifelong Learning)**

**September 2018**

## **FOREWORD**

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The governing bodies of Gilfach Fargoed and Park Primary Schools have met individually and jointly with the local authority to promote a formal federation involving the 2 schools.

Whilst both schools will continue to have their own individual identity with regards to name, culture, ethos and continue to manage their own budgets, this process involves establishing a single governing body to govern the two schools.

Both schools' governing bodies have worked collaboratively over the last couple of years and this is continuing to impact positively upon both schools.

The local Authority is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having effective leaders in its schools is considered central to this and is a challenge facing councils across Wales.

As such this consultation document sets out the case for a change to the leadership and governance arrangements at Gilfach Fargoed and Park Primary schools. The consultation document has been prepared jointly by the governing bodies and the local authority.

The main purpose of this document is to provide information and to gather the views of identified stakeholders. Appendices to this document refer to general conditions for the Federation of Schools and as such should be read in the appropriate context to the federation of Gilfach Fargoed and Park Primary Schools.

This consultation document seeks to provide information to allow you to make an informed decision as regards the proposal. Page 19 includes a response pro-forma which can be returned to either Gilfach Fargoed or Park Primary Schools or the local authority. All feedback whether positive or negative would be appreciated.

Both governing bodies are proposing this formal federation development. We look forward to receiving your views on the proposal.

Howard Llewellyn  
Chair of Governors  
Gilfach Fargoed Primary School

Diane Price  
Chair of Governors  
Park Primary School

Keri Cole  
Chief Education Officer  
Caerphilly County Borough Council

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## The Proposal

The governing bodies of Gilfach Fargoed and Park Primary schools, together with Caerphilly County Borough Council (the Local Authority) proposes to use the powers granted to it by the Federation of Maintained Schools (Wales) Regulations 2014 to establish The Federation of Gilfach Fargoed and Park Primary schools.

The governing bodies of both Gilfach Fargoed and Park Primary schools have consulted with the local authority (Caerphilly County Borough Council) and all are in support of the proposal.

The aim of the Federation is for the schools to work in partnership to:

- develop the excellent shared practice that guarantees outstanding experiences and increased opportunities for pupils and staff
- develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education.

This will ensure significant positive outcomes and improved standards for all.

The term 'Federation' describes a formal and legal agreement by which both schools work together in formal partnership under a single governing body. The existing governing bodies will be dissolved and replaced by a new, single governing body with strategic oversight of both schools.

The proposed name of the Federation is 'The Federation of Gilfach Fargoed and Park Primary Schools'.

If the proposal is accepted, the Federation will come into being on 1 September 2019, albeit it is proposed to further develop joint working over the next 12 months.



## Background

Both schools have worked on a collaborative basis since September 2016.

This collaborative approach remains in place and continues to impact positively on both schools.

Gilfach Fargoed Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |       |
|---|-------|
| Capacity (excluding Nursery)  | 168   |
| Admission Number  | 24    |
| Pupils on roll (September 2017) – excluding Nursery                             | 170   |
| Free School Meals (FSM) – 3 year average (2014-2017)                            | 27.9% |
| Pupil Teacher ratio   | 24.5  |
| Attendance during the year  | 94.8% |
| Pupils achieving the expected level in the core subjects at key stage 2         | 89.5% |
| Pupils achieving the expected outcome in the foundation phase areas of learning | 90.5% |
| Support Category (2017)   | Green |

Park Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |       |
|---|-------|
| Capacity (excluding Nursery)  | 144   |
| Admission Number  | 20    |
| Pupils on roll (September 2017) – excluding Nursery                             | 104   |
| Free School Meals (FSM) – 3 year average (2014-2017)                            | 54%   |
| Pupil Teacher ratio   | 20.6  |
| Attendance during the year  | 94.6% |
| Pupils achieving the expected level in the core subjects at key stage 2         | 81.8% |
| Pupils achieving the expected outcome in the foundation phase areas of learning | 93.3% |
| Support Category (2017)   | Amber |

. The two schools are located only 0.5 miles apart.

By entering into a federation, the two schools can work together under shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement.

By federating under one governing body, the climate of trust, openness and willingness to work together that already exists can be further enhanced.

**Key facts:**

- There will be a single governing body with strategic oversight of both schools within the federation.
- Each school retains its name, category, budget, staff, uniform and remains in its community.
- Each school will have its own Estyn inspection, though increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption.
- The governing body of a federation can continue to use resources and staff across the federation to improve the educational outcomes for all pupils.
- An audit trail must be kept and separate accounts produced for each school in the federation.
- The Federated governing body cannot require existing staff to work across both schools, but they can negotiate with the school's staff unions over whether flexible contracts can be introduced.
- New staff can be appointed to work across schools in the federation.

## Admission Arrangements

The admission arrangements for each school will remain unchanged. The Local Authority is the admissions authority for each school. Parents will apply for a place for their child at the school of their choice, not at the Federation, as each school in the federation is a separate school. If the child is not given a place in the school they choose, a separate application will have to be made to attend a different school. This is the case even if the second school applied for is the other school in the federation.

## Composition of the Governing Body:

|                               | <b><u>Recommended</u></b> |
|-------------------------------|---------------------------|
| LA appointed                  | 4                         |
|                               |                           |
| Headteacher                   | 1                         |
| Teacher                       | 2                         |
| Staff                         | 2                         |
| Parent Governor               | 4                         |
| Community Governor            | 5                         |
| - appointed by community      | 4                         |
| - appointed by governing body | 1                         |
| <b>TOTAL</b>                  | <b><u>18</u></b>          |

The recommended number is derived from the maximum in each category permitted within the regulations in relation to parent and community governors. To accommodate present numbers, it is proposed that any existing governors displaced will be co-opted for the remainder of their term of office. Thereafter numbers can be reduced to align with the Welsh Government Regulations over time.

### **The benefits of federation:**

- Consistency of teaching and learning methodology, especially cross-phase.
- Reduced transitional dips in pupil performance.
- Streamlining of policies and structures.
- Sharing of good practice, preparation materials and resources.
- Enhanced opportunities for pupil activities.
- Enhanced opportunities for staff professional development.
- Increased opportunity for middle management development.
- Schools have options to choose a senior leadership structure to suit their circumstances leading to easier recruitment of staff and head teachers particularly if there have been difficulties.
- Opportunities for school leadership beyond a single school.
- Opportunities to maximise resources and professional expertise and achieve financial efficiencies from economies of scale.
- Promotes the broader welfare of students by offering potential for bringing together pastoral, health, careers, youth and other services to meet their all-round needs.
- Support for schools in difficulty. Schools with strengths can contribute to the learning of others.
- Supports school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
- Possible easier recruitment of governors with fewer governor vacancies.
- Small schools in particular can additionally benefit by: Developing networks for personal support. Sharing expertise and resources. Organising professional development. Arranging joint pupil activities

### **Keys to a successful federation**

- Building of trust between LAs, governors and school communities which is fundamental to the success of federations and must be fostered at every level of management.
- Commitment of time and resources from both schools involved.
- Shared vision and a common purpose of what needs to be done and how for improving attainment and achievement at all level.
- Shared identity between the schools e.g. geographical proximity and having common aims on curricular and non-curricular activities
- Clear leadership and management structures.
- Sufficient time for all parties to be at ease with the proposed changes.
- All to feel like equal partners.
- Sense of ownership of process by the schools.
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### **Challenges of federation**

- Increased workload for governors during inception and first year.
- Initial concerns amongst governors, parents and staff – time needed for federation to bed down.

However, the Governors have been working successfully on collaborative basis since September 2016.

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The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with all stakeholders being represented although there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership which suits their particular circumstances as long as they have a minimum of 15 governors and no more than a maximum of 27 governors and adhere to the minimum and maximum numbers of governors set out in the regulations.

Schools in a federation will also be able to maintain their own delegated budget, name, character, school uniform and ethos, but will be able to explore the advantages of sharing resources such as facilities, IT, staff, school buildings etc.

A decision to federate by either schools or LAs will not override the need for a LA to intervene or act on school improvement or school organisation issues.

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- ESTYN
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A copy of the proposal will also be published on the Council's website. A copy of the proposal will also be available for inspection at all reasonable times at both schools in the proposed federation.

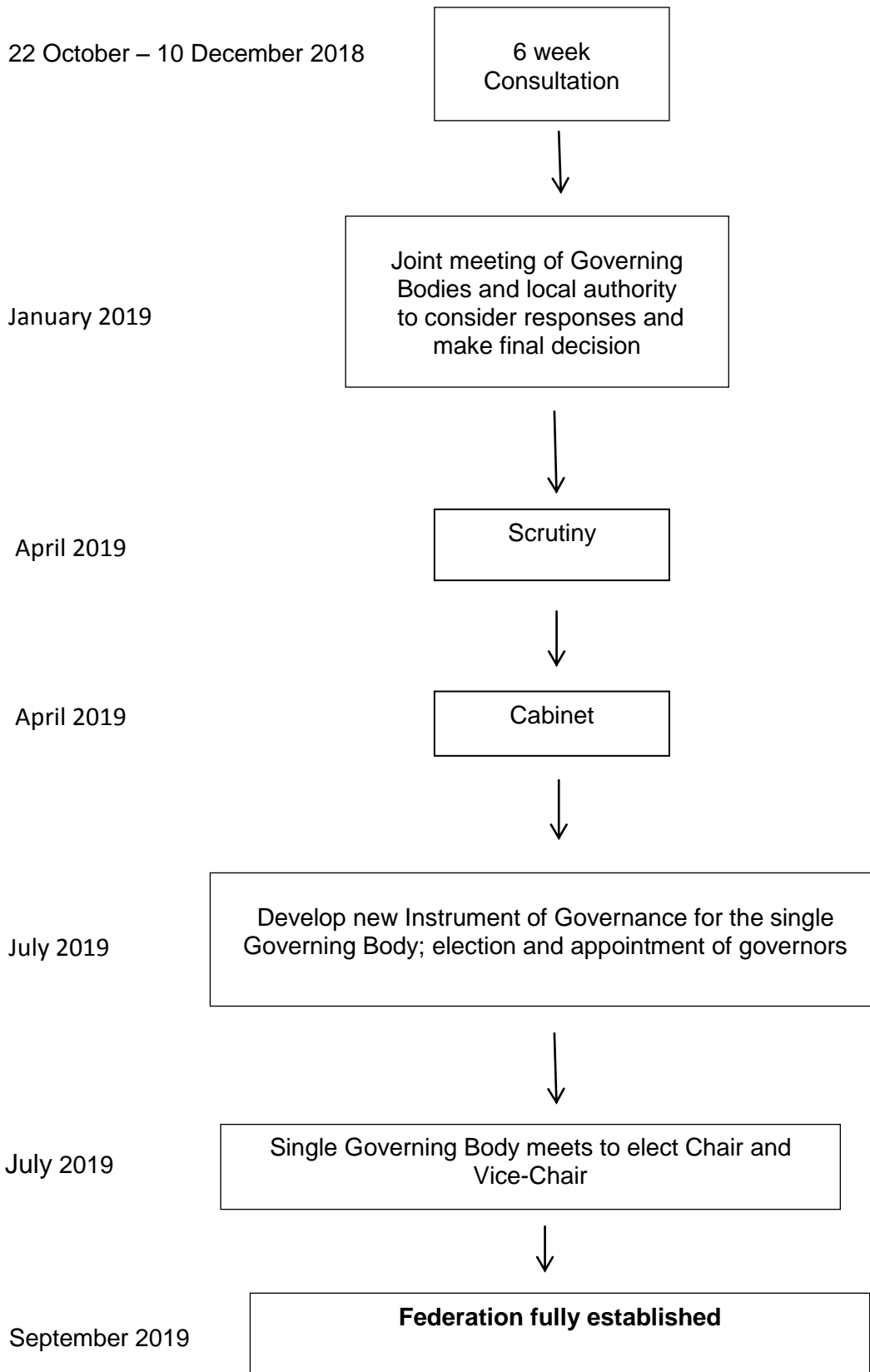
The comments received from the consultation process will be reported to the governing bodies and local authority for determination.

The consultation period for this proposal will be 6 weeks from 22nd October 2018 to 10th December 2018.

During this period, you may express your views in writing to Gilfach Fargod Primary, Park Primary, or the local authority.

## Timeline

The timeline for the proposed Federation is shown in the following diagram:





## **Frequently Asked Questions**

### **Q1. What is a Federation?**

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality, their own name, ethos, budget and school uniform but could share resources, facilities and good practice.

### **Q2. Why should schools federate?**

Working together through a single governing body structure enables schools to raise standards and maintain local education provision by sharing resources, staff, expertise, and facilities and sharing best practice. A single governing body also provides an effective and accountable mechanism for schools to pool resources, including staff and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.

### **Q3. What are the benefits of federation?**

Federation will allow schools to more easily:

- extend the breadth and quality of provision
- respond to pupils' wider needs
- facilitate the release of our strongest school leaders teachers and governors to assist poorer performing schools
- widen opportunities for staff professional development
- deliver greater value for money.

### **Q4. Why might small schools benefit from federation?**

Federation can help small rural primary schools to remain sustainable within their communities. The shared governing body provides an effective and accountable mechanism for schools to pool resources and staff, gain economies of scale and efficiencies that enable them to remain viable. Smaller schools in more rural and isolated areas could also gain as federation could open up opportunities to share management, governing body responsibility and curriculum expertise. For small primary it would allow them to deliver an enriched primary education by for example, sharing a specialist language teacher or drama teacher.

#### Q5. What are the benefits and risks of Federation?

There are a number of benefits for schools from being within a federation including broader learning and social experiences for children leading to improvement in pupil performance. Schools will be able to share resources, best practice, facilities and expertise. There can be further emphasis on strategic leadership and management structures, and staff will have new opportunities to work together and reduce isolation. Duplication of effort can be avoided and there is an opportunity to promote better economies of scale.

Some of the risks include the potential organisational difficulties in providing a curriculum across a number of schools. Communication with parents and staff at different schools may present a challenge. Travel costs may be higher if staff and pupils move between schools to meet curriculum needs. There may also be relationship and trust issues for governors, head teachers and staff working across schools. The federated governing body should be aware of the potential risks and have strategies and actions to mitigate them.

#### Q6. Will my school lose its identity within a Federation?

Schools within a federation will not lose their individual identity though they will share a single governing body. The schools retain their separate legal status and have their own budget allocations and will be subject to their own Estyn Inspection. The schools will also remain in their community and retain their own character, name, ethos and school uniform. Whilst each school receives and must account for its own separate budget, there is scope, through the single governing body, to use pooled budgets across the schools in the federation. Federation works on the basis that all schools have their own particular strengths and advantages, whether it is facilities, staff or resources.

#### Q7. What are the Inspection arrangements for Federated Schools?

Estyn's document 'When will the next school inspection take place?' sets out guidance on inspecting federated schools. The Education (School Inspection) (Wales) Regulations 2006 require Estyn to inspect maintained schools every six years and produce an individual report for each school. This would also apply to schools in the federation. Estyn cannot move a school inspection to later than six years but may carry out inspections in a way that the schools in a federation are inspected in the same term, especially where the schools have the same Headteacher. Estyn would also consider requests from a governing body or LA to inspect schools in the same term. Estyn would also try to ensure that the inspection teams for the schools in a federation have overlapping membership.

Q8. What happens to staff within a federation? Will their Conditions of Service change?

In a federation, all staff would be employed on the same conditions of service as now and by the same employer. Whoever is the employer of staff will continue to be the employer under the contract of employment. For community, voluntary controlled, community special schools and maintained nursery schools, the LA is the employer under the contract of employment although the governing body of the federation retains responsibility for certain staffing functions i.e. staff grievance, capability, redundancy, staff disciplinary and dismissal matters and appointments. The governing body is the employer under the contract of employment for staff in voluntary aided and foundation schools.

Combined strategic and financial planning should mean that jobs can be better protected in any combined period of contraction and that specialist staff can be used to best effect, recognising that all support and teaching staff have specialist skills and knowledge. Staff would be able to learn from each other within a coherent approach to deliver professional learning communities that use data and the National Model to focus on school improvements that link to national priorities and their school development plans.

The governing body of a federation would also be able to appoint new staff to work within all schools in the federation. This could include the appointment of a single Headteacher with responsibility for all the schools in the federation, or the appointment of a Bursar or person with financial management skills and/or business management skills to oversee the non-teaching aspects of the federation business.

Q9. Can a federation have a single Headteacher with responsibility for all the schools in that federation?

Yes, if that is what the schools wish to have and this might be a viable option in a federation of small rural primary schools. Where this option is chosen for a larger federation of up to six schools, i.e. a secondary school and its feeder primary schools where each of those schools has a large number of pupils, governing bodies and local authorities should consider how this arrangement could be managed and any support structure a single Headteacher might require. For example, consideration could be given to implementing a management structure that addresses the individual needs of each of the schools whilst also supporting curriculum continuity across the federation. This could mean having staff in each school whose purpose is to focus on teaching and learning supplemented by a structure of posts that work across the federation, all of which would be managed by a single Headteacher.

Another option governing bodies and local authorities may consider is for the federating schools to retain head teachers in each of the schools instead of appointing a single Headteacher.

From a day to day operational perspective schools may wish to adopt a third option which would be to appoint a head of the federation and retain a Headteacher in each of the schools. If this arrangement was agreed, from a governance perspective only, the overarching Headteacher in charge of the federation, if such an appointment is made, would be a member of the governing body. If no such appointment is made the head teachers of all the schools may be governors.

Q10. Would the 'Headteacher' with overall responsibility for the federation be responsible for managing head teachers of each school in the federation if that is the agreed structure?

The governing body may choose to appoint a single head of the federation with full responsibility for all of the schools in the federation and have only a senior teacher or deputy Headteacher in charge of each school. If the teacher in charge is not a qualified Headteacher carrying out the full range of statutory duties of a Headteacher, then the head of the federation would be responsible for the performance management of those staff. The governing body would be responsible for the performance management of the head of the federation.

Q11. How should heads of federations be paid?

Following a recommendation from the School Teachers' Review Body (STRB) the Department for Education in England is currently updating the Teachers' Pay and Condition document to reflect interim payments for head teachers who take responsibility for more than one school.

Q12. Are parent governors elected by the parents from their school only or from parents across all schools in the federation?

The proposal for federation should state the number of parent governors from each school which in law is that every school must have at least one parent governor elected by the parents (or appointed by the governing body if no parent stands for election), at that school but no more than two parent governors per school. It is reasonable therefore that once a decision has been made as to how many parent governors each school would have, the parents of only that school should vote in the parent governor elections. If the decision is that a school should have two parent governors each, and no parents in a particular school stand for election or only one parent stands for election, the federated governing body may appoint parent governors in accordance with Schedule 2 of the 2014 Federation Regulations. This means that the governing body could appoint a parent of a registered pupil at the school; or the parent of a registered pupil from another school in the federation; or the parent of a child of compulsory school age (or under compulsory school age for a nursery school).

Q13. Can a Federation be time-limited?

A federation should be seen as a long term commitment and not as a quick fix. The LA or respective governing bodies will have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. A federation would put in place strategic and operational plans to insure the sustainability and development of the schools. That will require medium to long term planning. Nonetheless, the 2014 Federation Regulations do allow individual schools to leave a federation and for a federation to be dissolved.

Q14. Should we be working collaboratively as a first step with schools we may be thinking of federating with?

If you work collaboratively with other schools it may help you to create trust between the schools and will enable you to foster a good working relationship which will make it easier for the schools to take the next step and federate. Federation will be successful where the staff and governors are committed to working together for the benefit of the school communities.

Q15. Can schools establish a joint governing body before formally federating?

No – the governing body of the federated schools comes into being on the date the federation comes into force which must be at least 125 days from the date the federation proposals are published (or 100 days if small schools are being federated). This means that the governing bodies of the schools that are federating will have to have held elections for the core governors i.e. parents, teacher and staff and the LA will have to have appointed their LA governors. On the date the federation comes into force the newly constituted single governing body can meet and appoint their community governors. The schools may however set up a joint working group or committee of governors to oversee the federation process if they wish.

Q16. Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new instrument of government as well as the name of the federation. The process for revising the instrument of government and changing details such as the names of the schools is set out in the Government of Maintained Schools (Wales) Regulations 2005. The LA and the governing body should reach an agreement on the proposed changes. If they cannot the final decision rests with the LA who will want to ensure that any changes are not misleading.

All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.

## Response Form

### Proposal to Federate Gilfach Fargoed and Park Primary Schools

Please note that we will make any comments that you make publicly available as part of the subsequent report. You are not asked to provide your personal details. All the information you provide will be handled in accordance with the Data Protection Act 2018.

Please provide your comments on the proposal to federate Gilfach Fargoed and Park Primary schools:

Alternatively, you may wish to indicate which of the following most accurately reflects your views:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Print Name: \_\_\_\_\_

Category of respondent (e.g. parent) \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Postcode: \_\_\_\_\_ E-mail: \_\_\_\_\_

Once completed, please return to:

- Gilfach Fargoed Primary School, Vere Street, Bargoed, CF81 8LB OR
- Park Primary School, Park Crescent, Bargoed, CF81 8PN OR
- Keri Cole, Chief Education Officer, Caerphilly County Borough Council, Ty Penallta, Ystrad Mynach, Hengoed, CF82 7PG.

The closing date for responses is Monday 10th December 2018.

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# **Proposal to Establish a School Federation Incorporating Fleur-De-Lis and Pengam Primary Schools**

## **Consultation Document**



**Governing Body, Fleur De Lis Primary School**

**Governing Body, Pengam Primary School**

**In partnership with**

**Caerphilly County Borough Council (Education and Lifelong Learning)**

**September 2018**

## **FOREWORD**

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The governing bodies of Fleur de Lis and Pengam Primary Schools have met individually and jointly with the local authority to promote a formal federation involving the 2 schools.

Whilst both schools will continue to have their own individual identity with regards to name, culture, ethos and continue to manage their own budgets, this process involves establishing a single governing body to govern the two schools.

Both schools' governing bodies have worked collaboratively over the last couple of years and this is continuing to impact positively upon both schools.

The local Authority is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having effective leaders in its schools is considered central to this and is a challenge facing councils across Wales.

As such this consultation document sets out the case for a change to the leadership and governance arrangements at Fleur de Lis and Pengam Primary schools. The consultation document has been prepared jointly by the governing bodies and the local authority.

The main purpose of this document is to provide information and to gather the views of identified stakeholders. Appendices to this document refer to general conditions for the Federation of Schools and as such should be read in the appropriate context to the federation of Fleur de Lis and Pengam Primary Schools.

This consultation document seeks to provide information to allow you to make an informed decision as regards the proposal. Page 19 includes a response pro-forma which can be returned to either Fleur de Lis and Pengam Primary Schools or the local authority. All feedback whether positive or negative would be appreciated.

Both governing bodies are proposing this formal federation development. We look forward to receiving your views on the proposal.

Chris Byrne  
Chair of Governors  
Pengam Primary School

Dewi Lloyd  
Chair of Governors  
Fleur De Lis Primary School

Keri Cole  
Chief Education Officer  
Caerphilly County Borough Council

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## The Proposal

The governing bodies of and Fleur de Lis and Pengam Primary Schools, together with Caerphilly County Borough Council (the LA) propose to use the powers granted to it by the Federation of Maintained Schools (Wales) Regulations 2014 to establish The Federation of Pengam and Fleur De Lis Primary schools.

Both schools have worked on a collaborative basis for over 15 years

The governing bodies of both Fleur De Lis and Pengam Primary Schools have consulted with the local authority (Caerphilly County Borough Council) and all are in support of the proposal.

The aim of the Federation is for the schools to work in partnership to:

- develop the excellent shared practice that guarantees outstanding experiences and increased opportunities for pupils and staff
- develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education.

This will ensure significant positive outcomes and improved standards for all.

The term 'Federation' describes a formal and legal agreement by which the schools involved work together in formal partnership under a single governing body. The existing governing bodies will be dissolved and replaced by a new, single governing body with strategic oversight of both schools.

The proposed name of the Federation is 'The Federation of Fleur De Lis and Pengam Primary Schools'.

If the proposal is accepted, the Federation will come into being on 1 September 2019.

## Background

Both schools have worked on a collaborative basis for over 15 years

This collaborative approach remains in place and continues to impact positively on both schools.

Pengam Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |       |
|---|-------|
| Capacity (excluding Nursery)  | 198   |
| Admission Number  | 28    |
| Pupils on roll (September 2017) – Excluding Nursery                             | 178   |
| Free School Meals (FSM) – 3 year average (2014-2017)                            | 18.6% |
| Pupil Teacher ratio   | 26.2  |
| Attendance during the year  | 94.6% |
| Pupils achieving the expected level in the core subjects at key stage 2         | 96.3% |
| Pupils achieving the expected outcome in the foundation phase areas of learning | 86.2% |
| Support Category (2017)   | Green |

Fleur De Lis Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |       |
|---|-------|
| Capacity (excluding Nursery)  | 144   |
| Admission Number  | 20    |
| Pupils on roll (September 2017) – Excluding Nursery                             | 116   |
| Free School Meals (FSM) – 3 year average (2014-2017)                            | 17.6% |
| Pupil Teacher ratio   | 21.2  |
| Attendance during the year  | 93.8% |
| Pupils achieving the expected level in the core subjects at key stage 2         | 85.7% |
| Pupils achieving the expected outcome in the foundation phase areas of learning | 92.9% |
| Support Category (2017)   | Green |

Both Fleur de Lis and Pengam Primary Schools are a categorisation green support category. This means they are highly effective schools which are well run, have strong leadership and are clear about their priorities for improvement. The schools have a track record in delivering excellent outcomes for their pupils.

The two schools are located only 0.9 miles apart.

By entering into a federation, the two schools will continue to work together under shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement. By federating under one governing body, the climate of trust, openness and willingness to work together that already exists can be further enhanced. The governing body will ensure there is fairness in the share of the resources allocated to each school.

## **Collaboration**

The two schools serve the communities of Fleur de Lis and Pengam near the town of Blackwood. There has been a long standing shared headship arrangement for at least fifteen years. The current Headteacher was appointed in 2013 as a 'shared' Headteacher of both schools.

Each school benefits from a full-time deputy head teacher, who have reduced classroom commitment to support the head teacher in her absence. The schools have appointed administrative clerks to work across the both schools allowing them to benefit from the shared expertise of staff.

The two schools have an established history of working very closely together under the continued leadership of a 'shared' head teacher. Strategic planning is overseen by a shared senior management team, comprising of the Head teacher and the Deputy head teacher from each school. This ensures that operational systems are robust and cater for the needs of both individual schools.

Staff Inset days are shared which provides both sets of staff with relevant continued professional development opportunities and reduces the overall cost to each school. Periodic joint staff meetings, monitoring, triad observations and moderation activities further support the raising of standards for all pupils across both schools. Shared transport arrangements for such things as school trips and swimming, further reduce overall costs, which can then be passed on to parents.

Over the past fifteen years there have been numerous examples of 'best practice' that have been developed and then shared across the two schools, which has enabled both schools to deliver improved outcomes for learners. Both schools had successful Estyn Inspections in 2013.

## **Federation (Wales) : A Summary**

### **Policy :**

The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships.

### **Legislation :**

The Federation of Maintained Schools (Wales) Regulations 2014.

### **Summary :**

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The most important reason for considering federation must be the benefits such an arrangement would bring for children and young people in the federating schools by enhancing educational provision.

A federation can provide a foundation for sustainable long term development and improvement.

To be successful, federation needs to be based on a commitment to work as a group of schools and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements.

One of the advantages of federation is that schools that federate remain in their communities and keep their individual identity. However the existing governing bodies will be dissolved and replaced by a new, single governing body which will have oversight of, and equal responsibility for, the work of all schools within the federation.

The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with all stakeholders being represented although there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership which suits their particular circumstances as long as they have a minimum of 15 governors and no more than a maximum of 27 governors and adhere to the minimum and maximum numbers of governors set out in the regulations.

Schools in a federation will maintain their own delegated budget, name, character, school uniform and ethos, and will also be able to explore the advantages of sharing resources such as facilities, IT, staff, school buildings etc.

A decision to federate by either schools or LAs will not override the need for a LA to intervene or act on school improvement or school organisation issues.

**Key facts :**

- There will be a single governing body with strategic oversight of all schools within the federation.
- Each school retains its name, category, budget, staff and remains in its community.
- Each school has its own Estyn inspection, though increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption.
- The governing body of a federation can use resources and staff across the federation to improve the educational outcomes for all pupils.
- An audit trail must be kept and separate accounts produced for each school in the federation.
- The governing body of a federation cannot require existing staff to work across all schools within the federation, but they can negotiate with the school staff unions over whether flexible contracts can be introduced.
- New staff can be appointed to work across schools in the federation.



## Consultation Process

It is a statutory requirement to seek the views of stakeholders on federation proposals, whether the federation has been proposed by the respective school governing bodies or the LA.

This document represents the Council's responsibility under The Federation of maintained Schools (Wales) Regulation 2014 to consult with appropriate stakeholders.

The main purpose of this document is to provide information and to gather the views of identified stakeholders.

The Local Authority will seek the views of the following stake-holders:

- Pupils, staff, governors and parents/guardians of both schools
- Teaching and support staff associations

The consultation document will also be distributed to the following:

- Local ward members for each school.
- School Councils
- ESTYN
- Catholic Diocesan Board of Education
- Education for Life Scrutiny Committee
- Education Achievement Service

A copy of the proposal will also be published on the Council's website.

A copy of the proposal will also be available for inspection at all reasonable times at both schools in the proposed federation.

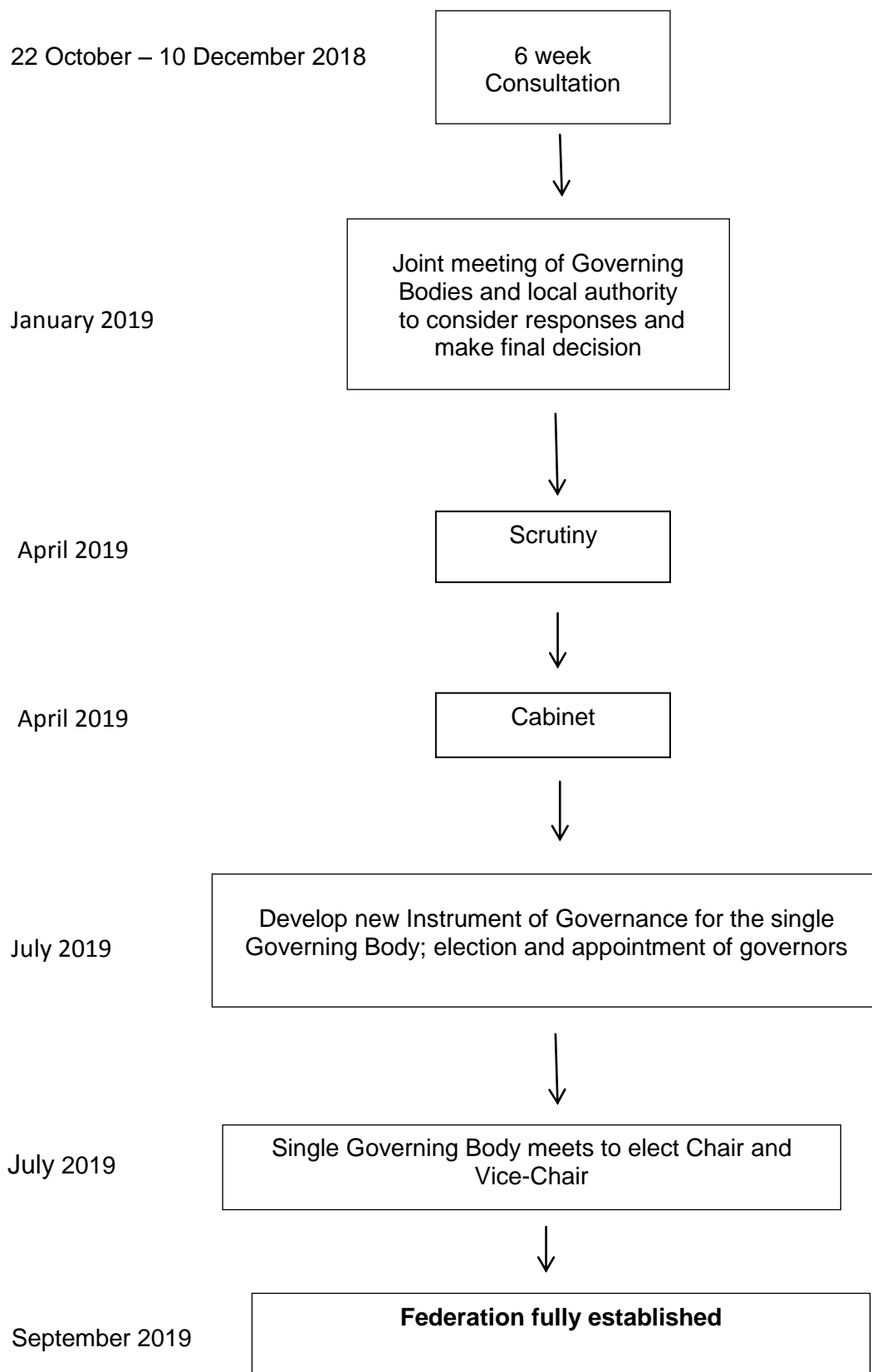
The comments received from the consultation process will be reported to Cabinet for final determination.

The consultation period for this proposal will be 6 weeks from 22<sup>nd</sup> October 2018 to 10<sup>th</sup> December 2018.

During this period, you may express your views in writing to Fleur de Lis and Pengam , Primary Schools or the local authority.

## Timeline

The timeline for the proposed Federation is shown in the following diagram:



## Admission Arrangements

The admission arrangements for each school will remain unchanged. The Local Authority is the admissions authority for each school. Parents will apply for a place for their child at the school of their choice, not at the Federation, as each school in the federation is a separate school. If the child is not given a place in the school they choose, a separate application will have to be made to attend a different school. This is the case even if the second school applied for is the other school in the federation.

## Composition of the Governing Body:

|                               | <b><u>Maximum</u></b> |
|-------------------------------|-----------------------|
| LA appointed                  | 4                     |
|                               |                       |
| Headteacher                   | 1                     |
| Teacher                       | 2                     |
| Staff                         | 2                     |
| Parent Governor               | 4                     |
| Community Governor            |                       |
| - appointed by community      | ) 1                   |
| - appointed by governing body | ) 4                   |
|                               |                       |
| <b>TOTAL</b>                  | <b><u>18</u></b>      |

The recommended number is derived from the maximum in each category permitted within the regulations in relation to parent and community governors. To accommodate present numbers, it is proposed that any existing governors displaced will be co-opted in the first instance. This number can be reduced to align with the Welsh Government Regulations over time.

The governing body may in addition appoint Observer governors.

## **The benefits of Federation :**

- Consistency of teaching and learning methodology, especially cross-phase.
- Reduced transitional dips in pupil performance.
- Streamlining of policies and structures.
- Sharing of good practice, preparation materials and resources.
- Enhanced opportunities for pupil activities.
- Enhanced opportunities for staff professional development.
- Increased opportunity for middle management development.
- Schools have options to choose a senior leadership structure to suit their circumstances leading to easier recruitment of staff and Headteachers particularly if there have been difficulties.
- Opportunities for school leadership beyond a single school.
- Opportunities to maximise resources and professional expertise and achieve financial efficiencies from economies of scale.
- Promotes the broader welfare of students by offering potential for bringing together pastoral, health, careers, youth and other services to meet their all-round needs.
- Support for schools in difficulty. Schools with strengths can contribute to the learning of others.
- Supports school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
- Possible easier recruitment of governors with fewer governor vacancies.
- Small schools in particular can additionally benefit by: Developing networks for personal support. Sharing expertise and resources. Organising professional development. Arranging joint pupil activities

## **Keys to a successful federation**

- Building of trust between LAs, governors and school communities which is fundamental to the success of federations and must be fostered at every level of management.
- Commitment of time and resources from all schools involved.
- Shared vision and a common purpose of what needs to be done and how for improving attainment and achievement at all level.
- Shared identity between schools e.g. geographical proximity and having common aims on curricular and non-curricular activities
- Clear leadership and management structures.
- Sufficient time for all parties to be at ease with the proposed changes.
- All to feel like equal partners.
- Sense of ownership of process by the schools.
- Good communication with parents and staff over the changes brought by federation.

### **Challenges of federation**

- Increased workload for governors during inception and first year.
- Initial concern amongst governors, parents and staff – time needed for federation to bed down.

However, the Governors have been working successfully on a collaborative basis for over 15 years.

## Frequently Asked Questions Around Federation Relating to Welsh Government Guidance

### Q1. What is a Federation?

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality, their own name, ethos, budget and school uniform but could share resources, facilities and good practice.

### Q2. Why should schools federate?

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- extend the breadth and quality of provision
- respond to pupils' wider needs
- facilitate the release of our strongest school leaders teachers and governors to assist poorer performing schools
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Federation can help small rural primary schools to remain sustainable within their communities. The shared governing body provides an effective and accountable mechanism for schools to pool resources and staff, gain economies of scale and efficiencies that enable them to remain viable. Smaller schools in more rural and isolated areas could also gain as federation could open up opportunities to share management, governing body responsibility and curriculum expertise. For small primary it would allow them to deliver an enriched primary education by for example, sharing a specialist language teacher or drama teacher.

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Yes, if that is what the schools wish to have and this might be a viable option in a federation of small rural primary schools. Where this option is chosen for a larger federation of up to six schools, i.e. a secondary school and its feeder primary schools where each of those schools has a large number of pupils, governing bodies and local authorities should consider how this arrangement could be managed and any support structure a single Headteacher might require. For example, consideration could be given to implementing a management structure that addresses the individual needs of each of the schools whilst also supporting curriculum continuity across the federation. This could mean having staff in each school whose purpose is to focus on teaching and learning supplemented by a structure of posts that work across the federation, all of which would be managed by a single Headteacher.

Another option governing bodies and local authorities may consider is for the federating schools to retain Headteachers in each of the schools instead of appointing a single Headteacher.

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The governing body may choose to appoint a single head of the federation with full responsibility for all of the schools in the federation and have only a senior teacher or Deputy Headteacher in charge of each school. If the teacher in charge is not a qualified Headteacher carrying out the full range of statutory duties of a Headteacher, then the head of the federation would be responsible for the performance management of those staff. The governing body would be responsible for the performance management of the head of the federation.

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Following a recommendation from the School Teachers' Review Body (STRB) the Department for Education in England is currently updating the Teachers' Pay and Condition document to reflect interim payments for head teachers who take responsibility for more than one school.

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Q13. Can a Federation be time-limited?

A federation should be seen as a long term commitment and not as a quick fix. The LA or respective governing bodies will have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. A federation would put in place strategic and operational plans to insure the sustainability and development of the schools. That will require medium to long term planning. Nonetheless, the 2014 Federation Regulations do allow individual schools to leave a federation and for a federation to be dissolved.

Q14. What are the differences between school federation and school mergers?

If two schools merge they may remain open in their community but they become one multiple site school with a single name, governing body, Headteacher, ethos, budget, character and school uniform. In a merger there would only be one Headteacher and it is possible there would be redundancies or staff would have to re-apply for posts in the new single school. In a multi site schools the LA could also close one of the school sites and transfer the pupils to the other sites without the need to go through statutory proposals.

In a federation, the schools remain open in their communities but they also retain their own individuality, name, ethos, character budget and school uniform. Staff would also keep their jobs and may have wider opportunities for further professional development by working across the schools in the federation. Headteachers may also remain in post although some federations may only have a single Headteacher. Schools in a federation can be closed as part of school organisation proposals but the LA would have to apply the statutory proposals process to do this.

Q15. Can schools establish a joint governing body before formally federating?

No – the governing body of the federated schools comes into being on the date the federation comes into force which must be at least 125 days from the date the federation proposals are published (or 100 days if small schools are being federated). This means that the governing bodies of the schools that are federating will have to have held elections for the core governors i.e. parents, teacher and staff and the LA will have to have appointed their LA governors. On the date the federation comes into force the newly constituted single governing body can meet and appoint their community governors. The schools may however set up a joint working group or committee of governors to oversee the federation process if they wish.

Q16. Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new instrument of government as well as the name of the federation. The process for revising the instrument of government and changing details such as the names of the schools is set out in the Government of Maintained Schools (Wales) Regulations 2005. The LA and the governing body should reach an agreement on the proposed changes. If they cannot the final decision rests with the LA who will want to ensure that any changes are not misleading.

All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.

## Response Form

### Proposal to Federate Fleur De Lis and Pengam Primary Schools

Please note that we will make any comments that you make publicly available as part of the subsequent report. You are not asked to provide your personal details. All the information you provide will be handled in accordance with the Data Protection Act 1998.

Please indicate which of the following most accurately reflects your views:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Please provide your comments on the proposal to federate Fleur De Lis and Pengam Primary schools:

Print Name: \_\_\_\_\_

Category of respondent (e.g. parent) \_\_\_\_\_

If a parent which school does your child(re) attend: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Postcode: \_\_\_\_\_

E-mail: \_\_\_\_\_

Telephone: \_\_\_\_\_

**Once completed, please return to:  
Fleur de Lis Primary School, School St, Fleur de Lys, Blackwood NP12 3UX or  
Pengam Primary School, Commercial St, Pengam, Blackwood NP12 3ST or  
Keri Cole, Chief Education Officer, Caerphilly County Borough Council, Ty Penallta,  
Ystrad Mynach, Hengoed, CF82 7PG.**

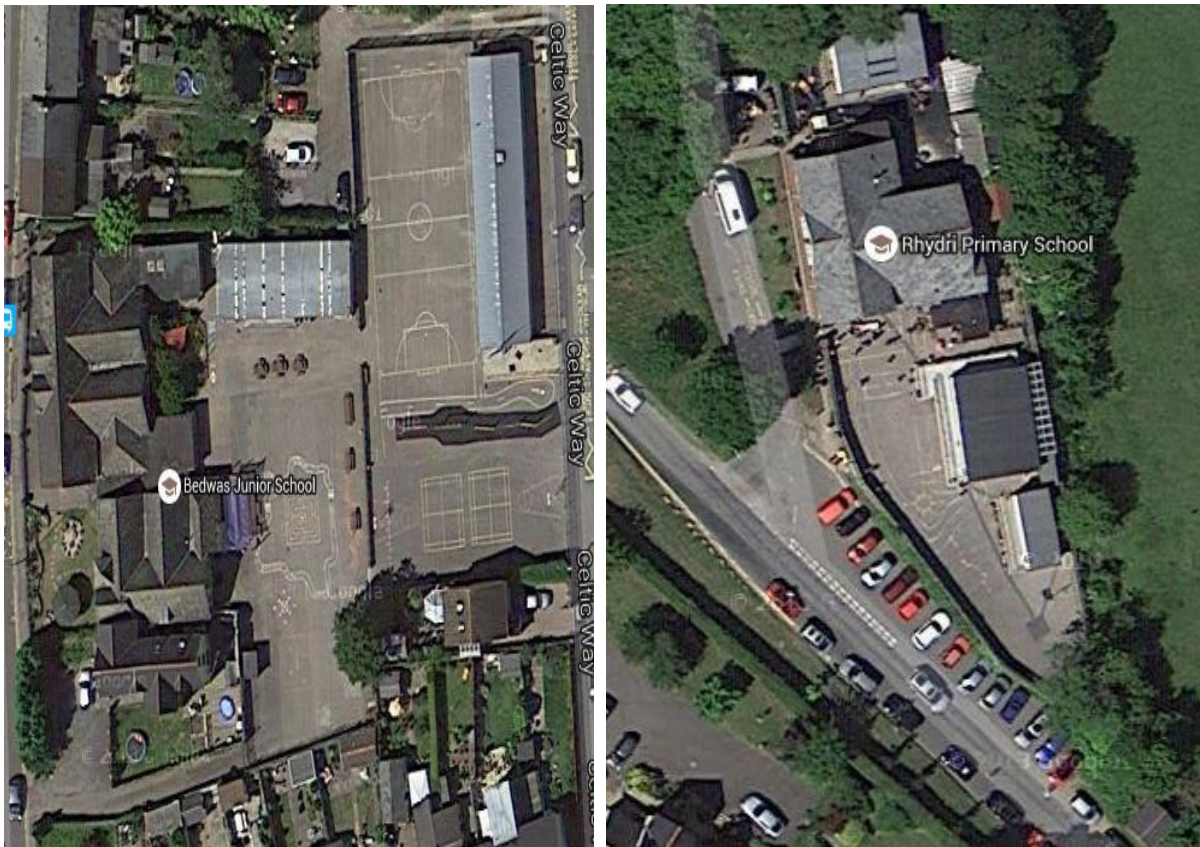
**The closing date for responses is Monday 10th December 2018.**

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# Proposal to Establish a School Federation

## Incorporating Bedwas Junior and Rhydri Primary schools

### Consultation Document



**Governing Body, Bedwas Junior School**

**Governing Body, Rhydri Primary School**

**In partnership with**

**Caerphilly County Borough Council (Education and Lifelong Learning)**

**September 2018**

## **FOREWORD**

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The governing bodies of Bedwas Junior and Rhydri Primary Schools have met individually and jointly with the local authority to promote a formal federation involving the 2 schools.

Whilst both schools will continue to have their own individual identity with regards to name, culture, ethos and continue to manage their own budgets, this process involves establishing a single governing body to govern the two schools.

Both schools' governing bodies have worked collaboratively over the last few years and this is continuing to impact positively upon both schools.

The local Authority is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having effective leaders in its schools is considered central to this and is a challenge facing councils across Wales.

As such this consultation document sets out the case for a change to the leadership and governance arrangements at Bedwas Junior and Rhydri Primary schools. The consultation document has been prepared jointly by the governing bodies and the local authority.

The main purpose of this document is to provide information and to gather the views of identified stakeholders. Appendices to this document refer to general conditions for the Federation of Schools and as such should be read in the appropriate context to the federation of Bedwas Junior and Rhydri Primary Schools.

This consultation document seeks to provide information to allow you to make an informed decision as regards the proposal. Page 18 includes a response pro-forma which can be returned to either Bedwas Junior and Rhydri Primary Schools or the local authority. All feedback whether positive or negative would be appreciated.

Both governing bodies are proposing this formal federation development. We look forward to receiving your views on the proposal.

|                      |                       |
|----------------------|-----------------------|
| Samantha Graf        |                       |
| Chair of Governors   | Chair of Governors    |
| Bedwas Junior School | Rhydri Primary School |

Keri Cole  
Chief Education Officer  
Caerphilly County Borough Council

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## **The Proposal**

The governing bodies of Bedwas Junior and Rhydri Primary schools, together with Caerphilly County Borough Council (The Local Authority LA) propose to use the powers granted to it by the Federation of Maintained Schools (Wales) Regulations 2014 to establish The Federation of Bedwas Junior and Rhydri Primary schools.

Both Schools have worked on a collaborative basis since February 2014

The governors of both Bedwas Junior and Rhydri Primary schools have consulted with the Local Authority (Caerphilly County Borough Council) and all parties are in support of the proposal.

The aim of the Federation is for the schools to work in partnership to:

- develop the excellent shared practice that guarantees outstanding experiences and increased opportunities for pupils and staff
- develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education.

This will ensure significant positive outcomes and improved standards for all.

The term 'Federation' describes a formal and legal agreement by which the schools involved work together in formal partnership under a single governing body. The existing governing bodies will be dissolved and replaced by a new, single governing body with strategic oversight of both schools.

The proposed name of the Federation is 'The Federation of Bedwas Junior and Rhydri Primary Schools'.

If the proposal is accepted, the Federation will come into being on 1 September 2019.



## Background

This collaborative approach remains in place and continues to impact positively on both schools.

Bedwas Junior School is an English Medium, 7-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |       |
|---|-------|
| Capacity (excluding Nursery)  | 173   |
| Admission Number  | 43    |
| Pupils on roll (September 2017) – excluding Nursery                     | 163   |
| Free School Meals (FSM) – 3 year average (2014-2017)                    | 15.4% |
| Pupil Teacher ratio   | 22    |
| Attendance during the year  | 95.2% |
| Pupils achieving the expected level in the core subjects at key stage 2 | 95.9% |
| Support Category (2017)   | Green |

Rhydri Primary School is an English Medium, 3-11, mixed, community school.

The school characteristics (2017) are as follows:

|   |        |
|---|--------|
| Capacity (excluding Nursery)  | 91     |
| Admission Number  | 13     |
| Pupils on roll (September 2017) – excluding Nursery                     | 93     |
| Free School Meals (FSM) – 3 year average (2014-2017)                    | 2.1%   |
| Pupil Teacher ratio   | 17     |
| Attendance during the year  | 96.7%  |
| Pupils achieving the expected level in the core subjects at key stage 2 | 100%   |
| Support Category (2017)   | Yellow |

The two schools are located only 2.9 miles apart.

By entering into a federation, the two schools can work together under shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement. By federating under one governing body, the climate of trust, openness and willingness to work together that already exists can be further enhanced.

## **Federation (Wales): A Summary**

### **Policy:**

The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships.

### **Legislation:**

The Federation of Maintained Schools (Wales) Regulations 2014.

### **Summary:**

The federation of schools is a legal process which enables schools (between two and six) to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The most important reason for considering federation must be the benefits such an arrangement would bring for children and young people in the federating schools by enhancing educational provision.

A federation can provide a foundation for sustainable long term development and improvement.

To be successful, federation needs to be based on a commitment to work as a group of schools and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements.

One of the advantages of federation is that schools that federate remain in their communities and keep their individual identity. However the existing governing bodies will be dissolved and replaced by a new, single governing body which will have oversight of, and equal responsibility for, the work of all schools within the federation.

The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with all stakeholders being represented although there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership which suits their particular circumstances as long as they have a minimum of 15 governors and no more than a maximum of 27 governors and adhere to the minimum and maximum numbers of governors set out in the regulations.

Schools in a federation will maintain their own delegated budget, name, character, school uniform and ethos, and will also be able to explore the advantages of sharing resources such as facilities, IT, staff, school buildings etc.

A decision to federate by either schools or LAs will not override the need for a LA to intervene or act on school improvement or school organisation issues.

## Admission Arrangements

The admission arrangements for each school will remain unchanged. The Local Authority is the admissions authority for each school. Parents will apply for a place for their child at the school of their choice, not at the Federation, as each school in the federation is a separate school. If the child is not given a place in the school they choose, a separate application will have to be made to attend a different school. This is the case even if the second school applied for is the other school in the federation.

## Composition of the Governing Body:

|                               | <b>Recommended</b> |
|-------------------------------|--------------------|
| LA appointed                  | 4                  |
|                               |                    |
| Headteacher                   | 1                  |
| Teacher                       | 2                  |
| Staff                         | 2                  |
| Parent Governor               | 4                  |
| Community Governor            | 5                  |
| - appointed by community      | 4                  |
| - appointed by governing body | 1                  |
| <b>TOTAL</b>                  | <b>18</b>          |

The recommended number is derived from the maximum in each category permitted within the regulations in relation to parent and community governors. To accommodate present numbers, it is proposed that any existing governors displaced will be co-opted for the remainder of their term of office. Thereafter numbers can be reduced to align with the Welsh Government Regulations over time.

**Key facts:**

- There will be a single governing body with strategic oversight of all schools within the federation.
- Each school retains its name, category, budget, staff and remains in its community.
- Each school has its own Estyn inspection, though increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption.
- The governing body of a federation can use budget, resources and staff across the federation to improve the educational outcomes for all pupils.
- An audit trail must be kept and separate accounts produced for each school in the federation.
- The governing body of a federation cannot require existing staff to work across all schools within the federation, but they can negotiate with the school staff unions over whether flexible contracts can be introduced.
- New staff can be appointed to work across schools in the federation.

## Consultation Process

It is a statutory requirement to seek the views of stakeholders on federation proposals, whether the federation has been proposed by the respective school governing bodies or the LA.

This document represents the responsibility under The Federation of maintained Schools (Wales) Regulation 2014 to consult with appropriate stakeholders.

The main purpose of this document is to provide information and to gather the views of identified stakeholders.

The Governing Bodies will seek the views of the following stakeholders:

- Pupils, staff, governors and parents/guardians of both schools
- Parents/guardians of Bedwas Infants School
- Teaching and support staff associations

The consultation document will also be distributed to the following:

- Local ward members for each school.
- School Councils
- ESTYN
- Catholic Diocesan Board of Education
- Education for Life Scrutiny Committee
- Education Achievement Service

A copy of the proposal will also be published on the Council's website.

A copy of the proposal will also be available for inspection at all reasonable times at both schools in the proposed federation.

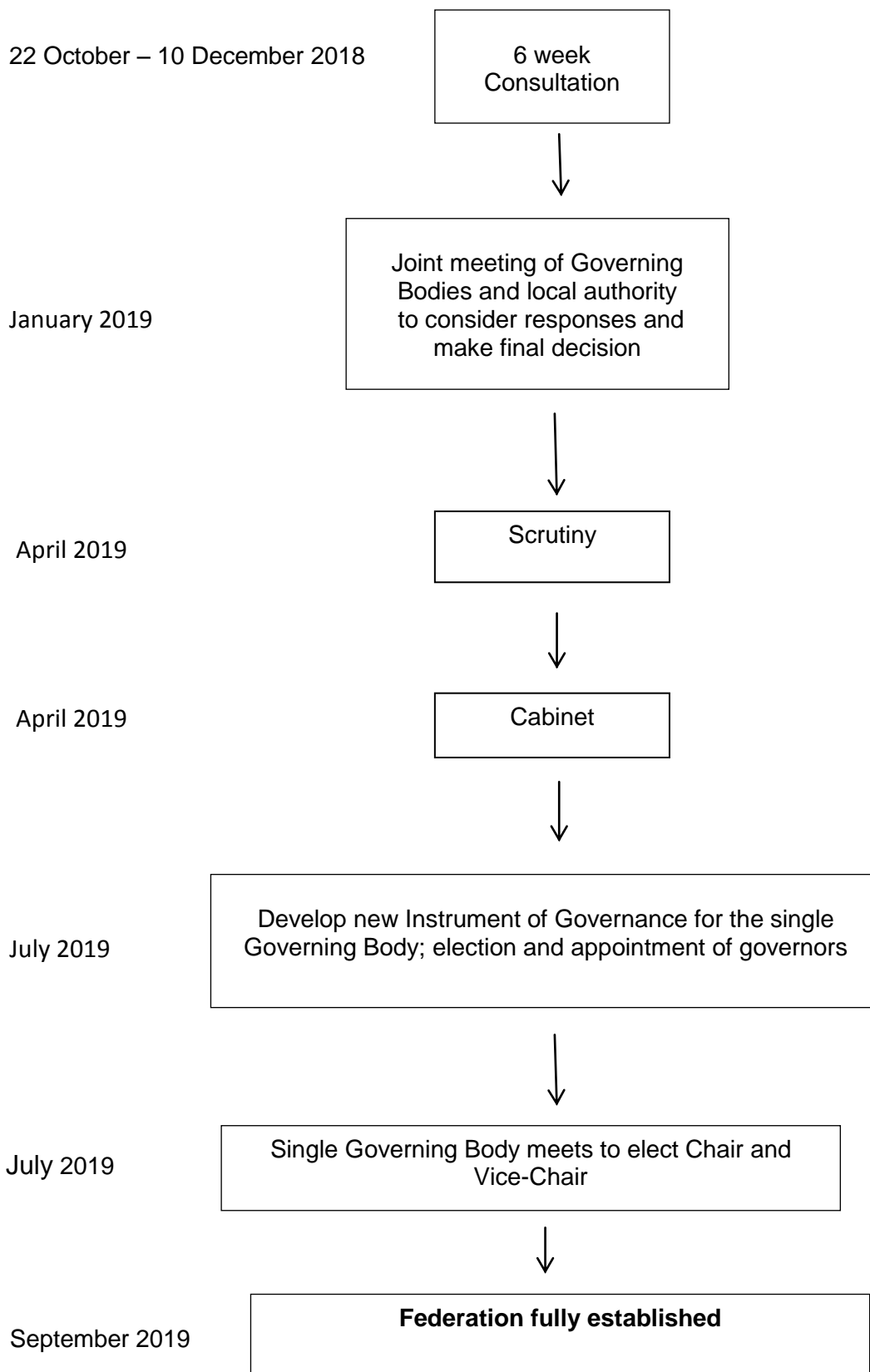
The comments received from the consultation process will be reported to the governing bodies and local authority for final determination.

The consultation period for this proposal will be 6 weeks from 22<sup>nd</sup> October 2018 to 10th December 2018.

During this period, you may express your views in writing to Bedwas Junior School, Rhydri Primary School or the local authority.

## Timeline

The timeline for the proposed Federation is shown in the following diagram:



## **The benefits of federation**

- Consistency of teaching and learning methodology, especially cross-phase.
- Reduced transitional dips in pupil performance.
- Streamlining of policies and structures.
- Sharing of good practice, preparation materials and resources.
- Enhanced opportunities for pupil activities.
- Enhanced opportunities for staff professional development.
- Increased opportunity for middle management development.
- Schools have options to choose a senior leadership structure to suit their circumstances leading to easier recruitment of staff and headteachers particularly if there have been difficulties.
- Opportunities for school leadership beyond a single school.
- Opportunities to maximise resources and professional expertise and achieve financial efficiencies from economies of scale.
- Promotes the broader welfare of students by offering potential for bringing together pastoral, health, careers, youth and other services to meet their all-round needs.
- Support for schools in difficulty. Schools with strengths can contribute to the learning of others.
- Supports school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
- Possible easier recruitment of governors with fewer governor vacancies.
- Small schools in particular can additionally benefit by: Developing networks for personal support. Sharing expertise and resources. Organising professional development. Arranging joint pupil activities

## **Keys to a successful federation**

- Building of trust between LAs, governors and school communities which is fundamental to the success of federations and must be fostered at every level of management.
- Commitment of time and resources from all schools involved.
- Shared vision and a common purpose of what needs to be done and how for improving attainment and achievement at all level.
- Shared identity between schools e.g. geographical proximity and having common aims on curricular and non-curricular activities
- Clear leadership and management structures.
- Sufficient time for all parties to be at ease with the proposed changes.
- All to feel like equal partners.
- Sense of ownership of process by the schools.
- Good communication with parents and staff over the changes brought by federation.

## **Challenges of federation**

- Increased workload for governors during inception and first year.
- Initial concern amongst governors, parents and staff – time needed for federation to bed down.
- However, the Governors have been working successfully on collaborative basis since February 2014.



## Frequently Asked Questions around Federation relating to WG Guidance

### Q1. What is a Federation?

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality, their own name, ethos, budget and school uniform but could share resources, facilities and good practice.

### Q2. Why should schools federate?

Working together through a single governing body structure enables schools to raise standards and maintain local education provision by sharing resources, staff, expertise, and facilities and sharing best practice. A single governing body also provides an effective and accountable mechanism for schools to pool resources, including staff and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.

### Q3. What are the benefits of federation?

Federation will allow schools to more easily:

- extend the breadth and quality of provision
- respond to pupils' wider needs
- facilitate the release of our strongest school leaders teachers and governors to assist poorer performing schools
- widen opportunities for staff professional development
- deliver greater value for money.

### Q4. Why might small schools benefit from federation?

Federation can help small rural primary schools to remain sustainable within their communities. The shared governing body provides an effective and accountable mechanism for schools to pool resources and staff, gain economies of scale and efficiencies that enable them to remain viable. Smaller schools in more rural and isolated areas could also gain as federation could open up opportunities to share management, governing body responsibility and curriculum expertise. For small primary it would allow them to deliver an enriched primary education by for example, sharing a specialist language teacher or drama teacher.

### Q5. What are the benefits and risks of Federation?

There are a number of benefits for schools from being within a federation including broader learning and social experiences for children leading to improvement in pupil performance. Schools will be able to share resources, best practice, facilities and expertise. There can be further emphasis on strategic leadership and management structures, and staff will have new opportunities to work together and reduce isolation. Duplication of effort can be avoided and there is an opportunity to promote better economies of scale.

Some of the risks include the potential organisational difficulties in providing a curriculum across a number of schools. Communication with parents and staff at different schools may present a challenge. Travel costs may be higher if staff and pupils move between schools to meet curriculum needs. There may also be relationship and trust issues for governors, headteachers and staff working across schools. The federated governing body should be aware of the potential risks and have strategies and actions to mitigate them.

Q6. Will my school lose its identity within a Federation?

Schools within a federation will not lose their individual identity though they will share a single governing body. The schools retain their separate legal status and have their own budget allocations and will be subject to their own Estyn Inspection. The schools will also remain in their community and retain their own character, name, ethos and school uniform. Whilst each school receives and must account for its own separate budget, there is scope, through the single governing body, to use pooled budgets across the schools in the federation. Federation works on the basis that all schools have their own particular strengths and advantages, whether it is facilities, staff or resources.

Q7. What are the Inspection arrangements for Federated Schools?

Estyn's document 'When will the next school inspection take place?' sets out guidance on inspecting federated schools. The Education (School Inspection) (Wales) Regulations 2006 require Estyn to inspect maintained schools every six years and produce an individual report for each school. This would also apply to schools in the federation. Estyn cannot move a school inspection to later than six years but may carry out inspections in a way that the schools in a federation are inspected in the same term, especially where the schools have the same headteacher. Estyn would also consider requests from a governing body or LA to inspect schools in the same term. Estyn would also try to ensure that the inspection teams for the schools in a federation have overlapping membership.

Q8. What happens to staff within a federation? Will their Conditions of Service change?

In a federation, all staff would be employed on the same conditions of service as now and by the same employer. Whoever is the employer of staff will continue to be the employer under the contract of employment. For community, voluntary controlled, community special schools and maintained nursery schools, the LA is the employer under the contract of employment although the governing body of the federation retains responsibility for certain staffing functions i.e. staff grievance, capability, redundancy, staff disciplinary and dismissal matters and appointments. The governing body is the employer under the contract of employment for staff in voluntary aided and foundation schools.

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Q9. Can a federation have a single headteacher with responsibility for all the schools in that federation?

Yes, if that is what the schools wish to have and this might be a viable option in a federation of small rural primary schools. Where this option is chosen for a larger federation of up to six schools, i.e. a secondary school and its feeder primary schools where each of those schools has a large number of pupils, governing bodies and local authorities should consider how this arrangement could be managed and any support structure a single headteacher might require. For example, consideration could be given to implementing a management structure that addresses the individual needs of each of the schools whilst also supporting curriculum continuity across the federation. This could mean having staff in each school whose purpose is to focus on teaching and learning supplemented by a structure of posts that work across the federation, all of which would be managed by a single headteacher.

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Q14. What are the differences between school federation and school mergers?

If two schools merge they may remain open in their community but they become one multiple site school with a single name, governing body, headteacher, ethos, budget, character and school uniform. In a merger there would only be one headteacher and it is possible there would be redundancies or staff would have to re-apply for posts in the new single school. In a multi site schools the LA could also close one of the school sites and transfer the pupils to the other sites without the need to go through statutory proposals.

In a federation, the schools remain open in their communities but they also retain their own individuality, name, ethos, character budget and school uniform. Staff would also keep their jobs and may have wider opportunities for further professional development by working across the schools in the federation. Headteachers may also remain in post although some federations may only have a single headteacher. Schools in a federation can be closed as part of school organisation proposals but the LA would have to apply the statutory proposals process to do this.

Q16. Can schools establish a joint governing body before formally federating?

No – the governing body of the federated schools comes into being on the date the federation comes into force which must be at least 125 days from the date the federation proposals are published (or 100 days if small schools are being federated). This means that the governing bodies of the schools that are federating will have to have held elections for the core governors i.e. parents, teacher and staff and the LA will have to have appointed their LA governors. On the date the federation comes into force the newly constituted single governing body can meet and appoint their community governors. The schools may however set up a joint working group or committee of governors to oversee the federation process if they wish.

Q17. Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new instrument of government as well as the name of the federation. The process for revising the instrument of government and changing details such as the names of the schools is set out in the Government of Maintained Schools (Wales) Regulations 2005. The LA and the governing body should reach an agreement on the proposed changes. If they cannot the final decision rests with the LA who will want to ensure that any changes are not misleading.

All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.

## Response Form

### Proposal to Federate Bedwas Junior and Rhydri Primary Schools

Please note that we will make any comments that you make publicly available as part of the subsequent report. You are not asked to provide your personal details. All the information you provide will be handled in accordance with the Data Protection Act 1998.

Please indicate which of the following most accurately reflects your views:

I do not feel strongly one way or the other

I support the proposal

I do not support the proposal

Please provide your comments on the proposal to federate Bedwas Junior and Rhydri Primary schools:

Print Name: \_\_\_\_\_

Category of respondent (e.g. parent) \_\_\_\_\_

If a parent which school does your child(ren) attend: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Once completed, please return to:**

- **Bedwas Junior School, Church Street, Bedwas, Caerphilly CF83 8EB OR**
- **Rhydri Primary School, Rudry, Caerphilly CF83 3DF OR**
- **Keri Cole, Chief Education Officer, Caerphilly County Borough Council, Ty Penallta, Ystrad Mynach, Hengoed, CF82 7PG.**

**The closing date for responses is Monday 10th December 2018.**



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 6TH NOVEMBER 2018

**SUBJECT: SELF-EVALUATION PROCESS AND ITS IMPACT ON THE EDUCATION  
DIRECTORATE'S SERVICE IMPROVEMENT PLAN**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE  
SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To inform Members of the process of self-evaluation and its impact on the Education Directorate's Service Improvement Plan, and to provide a summary of key strengths and priorities for improvement that are identified as a result of the self-evaluation process.

### 2. SUMMARY

- 2.1 The self-evaluation process is an integral part of the overall cycle of service improvement. It is fundamental in ensuring the directorate secures ongoing improvements that positively contribute to the objectives in our Caerphilly Local Authority Service Improvement Plan and corporate plan. Over the last twelve months, an increasing number of strategies have been implemented to ensure that the process is robust, increasing the level of challenge, reflecting changes to the Estyn Inspection framework and involving a wider range of stakeholders.
- 2.2 The self-evaluation process has identified a range of strengths and priorities for improvement detailed in the report.

### 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. It also links to the Local Authority's Wellbeing objectives.
- *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 SELF-EVALUATION POLICY AND PROCESS

4.1.1 A range of data and other information is collected through the self-evaluation process and has the following purposes:

- 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 towards further aid improvement;
- improving 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

4.1.2 An effective self-evaluation policy 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.

4.1.3 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.

4.1.4 The Caerphilly Education directorate self-evaluation links directly to the Estyn Local Government Education Services Inspection Framework (LGES) 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.

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

#### 1. Outcomes

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



## **2. Quality of Education Services**

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

## **3. Leadership and management**

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

## **4.2. STRATEGIES TO IMPROVE SELF-EVALUATION**

4.2.1 Self-evaluation processes have improved significantly over the last twelve months. Strategies include:

- a. A series of re-induction training sessions for the Education Management Team. This has helped an increased number of managers and staff improve their understanding of the purpose of self-evaluation and to develop consistency in approach;
- b. A move away from narrative heavy 'FADE' forms to 'Monitoring and Evaluation' reports that capture the impact of the services through internal monitoring and external verification. These reports also include a focus on 'value for money' and actions for improvement;
- c. Introduction of a timetabled monitoring and evaluation cycle to ensure that all aspects of the directorate are robustly reviewed. Individual reports are assigned to key members of staff, thereby increasing expectation around engagement with self-evaluation processes;
- d. Moderation of 'Monitoring and Evaluation' reports to ensure consistency across the directorate;
- e. Dedicating a significant proportion of senior management meetings to self-evaluation;
- f. The expectation for authors of monitoring and evaluation reports to present at senior management meetings. This enables the senior management team to have an improved understanding of the key priorities across service areas. It also allows scope for increased challenge to reports to ensure that judgements are fair and actions for improvement are purposeful;
- g. Focused self-evaluation days to ensure that staff are provided with the opportunity to work in teams. This also includes Caerphilly LA staff who do not work within the education directorate. Partnership working strengthens the quality of self-evaluation processes;
- h. Regional peer moderation. Self-evaluation has been a key area for development for the SEWC School Improvement group for 2017-18. The senior management team also attended Neath and Port Talbot County Council to consider self-evaluation practices;
- i. Increased collaboration with stakeholders; e.g. school survey, HT feedback sessions, pupil feedback;
- j. Strengthened links between the Service Improvement plan, operational plans, corporate objectives and EAS Business plan.

4.2.2 In October 2018, a questionnaire was distributed to staff who participate in the self-evaluation cycle. Findings overall indicated that staff are engaged with the revised self-evaluation policy and understand the impact of self-evaluation on improvement planning.

Questionnaires sent out: 25

Respondents: 21

|  | <b>strongly disagree</b> | <b>disagree</b> | <b>undecided</b> | <b>agree</b> | <b>strongly agree</b> |
|--|--------------------------|-----------------|------------------|--------------|-----------------------|
| Processes for self - evaluation have improved over the last twelve months                            |                          |                 | 1                | 4            | 16                    |
| Self-evaluation engages with a wide range of data to create accurate judgements                      |                          |                 |                  | 6            | 15                    |
| Self-evaluation informs the Service Improvement Plan and operational plans                           |                          |                 | 1                | 3            | 17                    |
| The key questions used for monitoring and evaluation forms are appropriate (titles of each MER)      |                          |                 | 1                | 8            | 12                    |
| Monitoring and Evaluation forms provide me with a clearer understanding of what I need to do next.   |                          | 1               |                  | 5            | 15                    |
| I have been provided with appropriate support and guidance to undertake self-evaluation effectively. |                          |                 | 1                | 7            | 13                    |
| I have a clearer understanding of how well we perform as a Local Authority.                          |                          |                 | 3                | 4            | 14                    |
| Feedback on self-evaluation policy and processes is taken into account.                              |                          |                 | 3                | 4            | 14                    |

4.2.3 Qualitative statements from the questionnaires:

- a. *Due to the higher importance and focus on self-evaluation, I believe as a directorate we are more connected with where we have been, where we have to go and how we are going to get there.*
- b. *I feel the changes recently made to the self-evaluation process has already significantly improved the way we work as a team and ensured a real meaningful alignment between our operational plan and the Authorities Well Being Objectives.*
- c. *The away day for Managers brought teams together allowing integration of the plans aiding in the delivery of the high performance which we continually strive for as a Directorate.*
- d. *The 'Monitoring and Evaluation' process adopted allows meaningful challenge whilst also increasing the knowledge base of the Directorate.*
- e. *The staff team, as a whole, have embraced the process allowing it to become embedded into the day to day work of the Directorate.*
- f. *For the responses marked agree rather than strongly agree, I think there is room for further development/improvement.*

- g. *This process has been very productive in that I now know more about other educational areas and not just the Music Service and what we provide. I hope that other service areas know a bit more about the Music Service too through the meetings that we have held so far.*
- h. *The whole process has been explained thoroughly and the 'Monitoring and Evaluation' forms have been extremely helpful as they do give a clearer understanding of what needs doing and by whom.*
- i. *I think that the whole process has been received well by services and I hope it continues in the same format.*
- j. *The opportunities created for discussion & challenge are very helpful when considering our own areas and greatly enhance understanding & knowledge of other service areas & issues within the Directorate.*

#### 4.2.4 Current actions to improve the self-evaluation process:

- a. Further develop the role of stakeholders in the self-evaluation process. At present, stakeholder feedback does not feature in all aspects of the self-evaluation document;
- b. Continue to maintain focus on self-evaluation processes in regional SEWCI meetings in 2018-19 to build on existing regional best practice;
- c. Complete a summary for schools and Youth settings based on the main findings of the self-evaluation report;
- d. Organise a series of meetings for LA staff to share best practice;
- e. Monitor the impact of the revised self-evaluation policy. Consider frequency of reports to ensure the process is manageable. Consider amendments to key questions in light of feedback from stakeholders.

### 4.3 ROLE OF SCRUTINY IN SELF-EVALUATION

4.3.1 Through the year, members of the Education for Life committee have had opportunity to contribute to the self-evaluation process via regular scrutiny meetings. Members receive a range of reports designed to inform and encourage discussion, resulting in the following outcomes:

- Acknowledgement of the work of the education directorate;
- Consideration to the impact and rate of progress which regards to key education priorities;
- Informed feedback on whether the main priorities are appropriate and how the work of the education directorate can be further improved.

4.3.2 The table below identifies the range of scrutiny reports for the academic year 2017-18 and identifies their relationship to the different inspection areas.

| Indicator | Inspection Area                           | Scrutiny reports 2017-18   |
|-----------|---|--|
| 1.1       | Standards and progress overall            | Key Stage 4/Key Stage 5 Performance 2017 (26 <sup>th</sup> February 2018)<br>Pupil Attainment at Foundation Phase, Key Stage 2, Key Stage 3 (25 <sup>th</sup> September 2018)  |
| 1.2       | Standards and progress of specific groups | Regional target setting strategy (7 <sup>th</sup> November 2017)   |
| 1.3       | Wellbeing and attitudes to learning       | Elective Home Education (EHE) (7 <sup>th</sup> November 2017)<br>Improving School Attendance (9 <sup>th</sup> January 2018)<br>Wellbeing Objective 2017-18 (3 <sup>rd</sup> July 2018)<br>Implementation of the Childcare Offer in Wales (24 <sup>th</sup> April 2018) |

| Indicator | Inspection Area                                   | Scrutiny reports 2017-18  |
|-----------|---|---|
| 2.1       | Support for school improvement                    | Education Achievement Services (EAS) Business Plan 2018-2021 – 28th March 2018. (26 <sup>th</sup> February 2018)<br><br>EAS Schools Causing Concern Protocol and Risk Register (22 <sup>nd</sup> May 2018)  |
| 2.2       | Support for vulnerable learners                   | Caerphilly behaviour model and provision (9 <sup>th</sup> January 2018)<br><br>Support for mental health for Children and Young People (24 <sup>th</sup> April 2018)  |
| 2.3       | Other education support services                  |   |
| 3.1       | Quality and effectiveness of leaders and managers | Welsh in Education Strategic Plan 2017 - 2020. (9 <sup>th</sup> January 2018)<br><br>Summary of Estyn Inspection under the new Common Inspection Framework September 2017 – May 2018 (3 <sup>rd</sup> July 2018)  |
| 3.2       | Self-evaluation and improvement planning          | Revised guidance for the inspection of local government education services (9 <sup>th</sup> January 2018)<br><br>The Directorate of Education and Life Long Priorities for 2018-2023. (22 <sup>nd</sup> May 2018)<br><br>Junior and Youth Forum Priorities (9 <sup>th</sup> January 2018)   |
| 3.3       | Professional learning                             |   |
| 3.4       | Resources   | Medium term financial plan – saving proposals for 2018/19 (7 <sup>th</sup> December 2017)<br><br>Draft Budget Proposals for 2018/19 (7 <sup>th</sup> December 2017)<br><br>Education Capital 2018/19 (26 <sup>th</sup> February 2018)<br><br>Education Achievement Service (EAS) Value for Money (22 <sup>nd</sup> May 2018)<br><br>21st Century Schools and Education Band B Proposals. (19 <sup>th</sup> April 2018)<br><br>Budget Monitoring 2018/19 (25 <sup>th</sup> September 2018) |

4.3.3 Additional scrutiny committees may also contribute to the education self-evaluation process. For example, on 20<sup>th</sup> March 2018, the Health, Social care and Wellbeing Committee considered 'How do schools engage with healthy living?'

#### 4.4 MAIN THEMES FROM THE SELF-EVALUATION PROCESS

4.4.1 Good features across the education directorate include:

- a. Performance at foundation phase is good. Performance of the Foundation Phase Indicator in 2018 compares favourably against the regional SEWC and Welsh averages. Trends over time are favourable compared to the SEWC region and Welsh average. Of note, performance in Mathematical Development at Outcome 5+ and 6+ compare favourably against the regional SEWC and Welsh averages. This is also reflected in the performance in trends over a three year period.

- b. Overall, performance at the end of Key Stage 2 is good. Performance at the expected +1 in English, Welsh 1st Language and mathematics remains above the national average.
- c. Performance at Key Stage 3 continues to improve. A range of indicators measuring performance at the end of Key Stage 3 over the previous 3 years has increased and compares favourably against the Welsh average. Trends over time are favourable compared to both the SEWC region and Welsh average.
- d. Standards of achievement (additional awards, national and local accreditations) through the Youth Service (16-25) is good. This is evidenced through the development of skills in 5 key areas essential for personal, social and educational development.
- e. Despite an increase in 2017/18, trends over time indicate that strategies to reduce the number of young people not in education, employment or training (NEETs) are effective.
- f. The number of schools categorised as red and amber in primary, infant and junior schools has decreased over time. An increasing number of schools are being categorised as 'green', therefore requiring less support.
- g. The LA currently has a relatively low number of schools in a statutory category. At present, there is one primary school and one secondary school in a statutory category. Where schools have been placed in an Estyn follow-up category, nearly all primary, infant and junior schools make good progress within the agreed timeframe and are removed.
- h. School engagement with the Healthy Schools scheme has ensured that Caerphilly has achieved the target of 95% of schools to have reached Phase 3 or above. Caerphilly has achieved above the 10% target figure of schools to achieve NQA status. At present, only eight other authorities across Wales have achieved this level of success. Caerphilly is only one of three LAs to have a Special School achieve the Healthy Schools National Quality Award.
- i. Flying Start Programmes provide effective intensive bespoke interventions in conjunction with health visitors and family support workers.
- j. The implementation of the WG Childcare Offer has been effective. Caerphilly LA was an early implementer and was able to roll out the offer to the full Caerphilly borough within seven months. Feedback from Welsh Government has been very positive.
- k. The Youth service participation structures and provision have been recognised by Welsh Government and the Children's Commissioner for Wales as one of the most effective nationally. Excellent practice within the Youth service has been recognised annually through the Youth Work Excellence Awards.
- l. Caerphilly has been proactive in stimulating demand for Welsh medium education across the borough including development of substantial Welsh medium childcare provision, primary schools and secondary school across 2 sites. The commitment to continue to provide an increased number of places is demonstrated through plans in the 21<sup>st</sup> century school Band B capital programme, and the successful securing of funding for all Welsh medium capital programme bids.
- m. Students entered for Associated Board and Trinity Guildhall examinations via Caerphilly Music Service have resulted in a 100% pass rate. A record number of more able and talented pupils are supported via the regional Four Counties Orchestra and Wind band. Caerphilly Music Service is the only remaining Local Authority in Wales that provides a subsidy for schools to support students from an economic disadvantaged background.

- n. The Junior Forum, one of a few in Wales, is recognised by WG as an effective and accessible mechanism for participation. Nearly all students demonstrate an increased understanding of children’s rights as well as demonstrating a progression in soft skills attainment. All young people actively involved in the Youth Forum feel that they influence decision making through the youth forum, and demonstrate progression in personal and social skills.
- o. The Cabinet Member for Education plays a pivotal role in the strategic planning of education across Caerphilly. The scrutiny committee play an important role in self-evaluation processes and holding the education directorate to account.
- p. There is a breadth of skills and knowledge alongside a range of experiences across the leadership team;
- q. Processes around self-evaluation and service improvement planning continue to improve.
- r. There are effective and strategic monitoring and evaluation processes in place around the planning and delivery of the 21<sup>st</sup> Century Schools programme.
- s. Analysis of the most recent Children’s Public Library User Surveys highlights the encouraging levels of customer satisfaction that persist among users under 16 years of age. The Library Service achieved 18 out of 18 core entitlements against the Welsh Public Library Standards in 2017/18.
- t. CCBC’s adult education service is an active member of the Gwent Five County Partnership for Adult Community Learning. Our ACL department has achieved the highest successful completion & attainment rates [learners who start and complete courses] for the last five years.
- u. In 2017-18 the Directorate remained within its budget allocation for the year and contributed to an increase in Authority balances at year end. To date the Directorate has successfully achieved its MTFP annual savings target.
- v. Financial planning has enabled Managers to target investment for specific interventions within Schools and other areas of the Directorate (e.g. £173k identified for Behaviour & Mental Health issues; match funding for European Projects – Bridges into Work 2 and Working Skills for Adults 2 which have recently been extended by WEFO; targeted spend for School Improvement – directed by Chief Education Officer).
- w. The finance team have successfully worked with Managers and Schools to secure “new” funding through a bid process with Welsh Government [e.g. School Business Managers Pilot; Community Focus School Business Managers Pilot; Reducing Infant Class Size Grant; School Based Supply Cluster Pilot].

#### 4.4.2 Main priorities for improvement:

- Improve outcomes at end of Key Stage 4 and 5. Identify any dips in performance at Foundation Phase, Key Stage 2 and Key Stage 3 and consider strategies for improvement.
- Await confirmation of outcomes measures for Key Stage 4 and 5 by Welsh Government. Consider alternative strategies to effectively scrutinise performance data in light of changes to performance reporting measures. Data to be based on:
  - National categorisation;
  - Progress of schools causing concern;
  - Estyn inspection outcomes and progress of schools;
  - School engagement in the curriculum reform progress;
  - Implement guidance from WG regarding a national ‘score card’.

- Improve the performance of boys and pupils identified as e-FSM across all phases of education. Work alongside school improvement partners to implement a series of measures to increase accountability for all stakeholders.
- Refine current procedures to monitor and track 'risk' pupils to ensure that all categories of vulnerability are taken into account. Work alongside school improvement partners to monitor, challenge and support schools in order to raise attainment for these students.
- Ensure target setting is focused on aspiration for all learners rather than high stakes accountability.
- Build on the recent increase in attendance data to achieve improvements over time. Continue to build capacity in schools in order to effectively raise levels of attendance.
- Reduce the number of exclusions across secondary schools in line with regional and national data. Support schools in sharing best practice across the SEWC region.
- Continue to develop methods for evaluating the impact education services have on wellbeing and attitudes to learning. Modify existing strategies based on findings.
- Work alongside regional and national partners to further improve the quality of education for pupils identified as EOTAS (Education other than at school).
- Improve identification and outcomes for less able students through the successful implementation of the Additional Learning Needs Reform Act.
- Reduce the number of secondary schools requiring the highest levels of support (amber and red).
- Reduce the number of secondary schools identified as 'Estyn Review' following statutory inspection.
- Work alongside the school improvement service to effectively implement the 'Successful Futures' curriculum.
- Continue to sharpen and improve self-evaluation processes through an ethos of 'collective accountability'. Engage with the national self-evaluation toolkit currently being developed by Estyn, OECD and practitioners. Use the toolkit to inform the Local Authority self-evaluation process.
- Verify the very good practice across the Youth Service through participation in the Quality Mark initiative. Continue to evaluate the effectiveness of the Youth Service and make adjustments to provision where appropriate.
- Monitor and evaluate the impact of the 21<sup>st</sup> Century Schools programme and ensuring lessons learnt from Band A are embedded into the Band B delivery.
- Continue to embed the newly revised leadership structure to maximise attainment and achievement across all aspects of the directorate.
- Continue to promote regional partnerships to ensure consistency and promote best practice.
- Improve financial analysis to enhance how the Directorate considers value for money, thus ensuring that managers are more fully informed when considering the allocation of reducing resources.

#### 4.4.3 LINK TO SERVICE IMPROVEMENT PLANNING

The above priorities for improvement link with the main objectives identified in the Service Improvement plan.

1. **Standards** - Improve outcomes for all learners particularly those within Key Stage 3 and 4;
2. **Attendance** - Increase the percentage of pupil attendance across primary and secondary schools in order to maximise pupils' learning;
3. **Early Years/Youth/Adult Learning** - Reduce the impact of poverty upon communities;
4. **21st Century Schools** - Transform educational opportunities for learners by delivery of fit for purpose;
5. **Inclusion** - Improve provision and outcomes for vulnerable groups;
6. **Inclusion** - Reduce the rates of exclusions, therefore impacting upon pupil attainment and outcomes;
7. **Inclusion** - Secure excellence in learner well-being;
8. **Inclusion** - Ensure that the LA is fully compliant with the ALN Act.

### 5. 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 self-evaluation process 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, 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. 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. FINANCIAL IMPLICATIONS

7.1 There are no financial implications.

### 8. PERSONNEL IMPLICATIONS

8.1 There are no personnel implications.



## **9. CONSULTATIONS**

9.1 All responses are reflected in the report.

## **10. RECOMMENDATIONS**

10.1 That Members note the content of the report.

## **11. 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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Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services  
Christina Harray, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Councillor Philippa Marsden, Cabinet Member, Education and Achievement  
Councillor Derek Havard, Chair Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee  
Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)  
Sue Richards, Head of Education Planning and Strategy  
Sarah Ellis, Lead for Inclusion and ALN  
Sarah Mutch, Early Years Manager  
Paul O'Neill, Senior Youth Service Manager  
Linda Perkins, Senior Educational Welfare Officer  
Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools)  
Ros Roberts, Performance Manager  
Rob Tranter, Head of Legal Services and Monitoring Officer  
Nicole Scammell, Head of Corporate Finance and Section 151  
Julie Wood, Principal Challenge Advisor (Education Achievement Service)

Appendices:

Appendix 1 - Cycle of Submitting Reports to SMT

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## Appendix 1

### 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 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<br>Additional contributions – all services  |
| May   | How effective is the LAs strategy to tackle issues related to substance misuse?  | Case study                       | Healthy Schools (AT)<br>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 KS5 provisions?  | Case study                       | School Improvement (PW)                                     |

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

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

| <b>Month</b>    | <b>Title</b>   | <b>Type of evidence</b>          | <b>Responsibility</b>  |
|-----------------|--|----------------------------------|--|
| <b>December</b> | How effective is the LA in supporting pupils with SPLD difficulties?   | Monitoring and Evaluation Report | Inclusion (BC)   |
| <b>December</b> | What is the attainment and achievement of vulnerable groups at KS3?  | Monitoring and Evaluation Report | Inclusion (SE)   |
| <b>January</b>  | Are examination results indicating that standards in schools is improving over time?   | Monitoring and Evaluation Report | School Improvement (PW)                                      |
| <b>January</b>  | What is the attainment and achievement of vulnerable groups at KS4?  | Monitoring and Evaluation Report | Inclusion (SE)   |
| <b>January</b>  | Are pupil attendance rates improving?  | Monitoring and Evaluation Report | Educational Welfare Service (PW)                             |
| <b>February</b> | What is the attainment and achievement of vulnerable groups at KS5?  | Monitoring and Evaluation Report | Inclusion (SE)   |
| <b>February</b> | Does target setting and progress against targets identify robust processes to raise standards?   | Monitoring and Evaluation Report | School Improvement   |
| <b>February</b> | 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  |
| <b>February</b> | Does Estyn Inspections suggest that performance in schools is improving over time?   | Monitoring and Evaluation Report | School Improvement (PW)                                      |
| <b>February</b> | 21 <sup>st</sup> Century project - review  | Case study                       | 21 <sup>st</sup> Century Schools (SR)                        |
| <b>March</b>    | How effectively does the Youth Service work with education partners?   | Monitoring and Evaluation Report | Youth/Community  |
| <b>March</b>    | Does the use of WG grants impact on pupil attainment?  | Case study                       | Finance (JS)<br>Additional contribution – School Improvement |
| <b>March</b>    | How well does the LA manage complaints   | Monitoring and Evaluation Report | Complaints (AW)  |
| <b>March</b>    | How effective are we in the management of information governance?  | Monitoring and Evaluation Report | Admin Team (ES)  |
| <b>March</b>    | How effective are self-evaluation processes?   | Monitoring and Evaluation Report | School Improvement/Admin and Policy (PW/ES)                  |



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 6TH NOVEMBER 2018**

**SUBJECT: EDUCATION OTHER THAN AT SCHOOL (EOTAS)**

**REPORT BY: CORPORATE DIRECTOR EDUCATION & CORPORATE SERVICES**

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

- 1.1 To update the Committee on the intended course of action to address the current service and financial challenges associated with the provision of Education Other Than At School (EOTAS) across Caerphilly.

### **2. SUMMARY**

- 2.1 At the Education for Life Scrutiny Committee of the 25th September 2018, the Committee received a report setting out the projected 2018-19 outturn position for the Education and Lifelong Learning function based on the most recent information available.
- 2.2 The predicted position across the Education and Lifelong learning function was a forecast overspend of £438k at year end. This overall net position, however, was impacted significantly by the forecast £830k overspend in relation to EOTAS, additional support and the provision of out of county Education.
- 2.3 The costs of EOTAS provision has been increasing over several financial years and, as a result, this has been added as a growth item in the draft budget proposals for 2019/20 which will be considered by Cabinet on the 14<sup>th</sup> November 2018.
- 2.4 That aside, the Education Service recognises the need to explore options to deal with future demand, improve the services being currently provided to our vulnerable learners and managing costs more effectively.

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

- 3.1 Corporate Plan 2018-23 – Wellbeing Objective 1 - Improve Education Opportunities for All
- Outcome 2 – Raise standards of attainment.  
Outcome 4 – Help those who are not able to follow a traditional attainment path  
Outcome 8 – Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.
- 3.2 Exclusion from Schools and Pupil Referral Units Guidance 2015.
- 3.3 SEN and Inclusion Strategy.
- 3.4 SEN Code of Practice for Wales (2002).

3.5 Education in Wales: Our National Mission.

3.6 Eotas: Framework for Action (2017).

3.7 Equality and Equity in Education (2017).

#### 4. THE REPORT

4.1 The Education Other Than At School (EOTAS) provision accommodates learners who are unable to attend and learn in a mainstream school setting for varying reasons. The numbers of pupils requiring such support of this nature is increasing, as are the associated costs.

4.2 The numbers of children accessing the Authority's home tuition service has shown an increased trend over the last three years (numbers total between 130 -170 at any one time), linked in part to the rise in mental health needs. These numbers relate particularly to Yr 8 pupils and above. The demand for those accessing procured EOTAS provisions has remained consistent at between 85 – 110 learners at any one time, however this is against a background of increasing charges per learner.

4.3 Currently, internal support for our most vulnerable learners is linked to Schools in particular the Special Resource Base (SRB); the Authority's Pupil Referral Unit (PRU) at Glan Y Nant, together with increasing support from the Youth Service.

4.4 Alongside this internal delivery are a range of procured providers, complimented by a number of Agency based staff. The costs associated with these external elements of provision are becoming increasingly more expensive and are, by their nature, difficult to control.

4.5 The Local Authority has been considering the impact and costs of existing provision and has begun to engage key stakeholders on the benefits of a potential new model. The new model would need to be capable of meeting the changing needs of our vulnerable learners, provide a high quality support and learning environment and reduce the Council's exposure to cost increases moving forwards. The following questions have informed this early engagement:

- what is currently in place to support children in schools and alternative provision?
- what is working successfully and what could be improved?
- what could we do to respond to any potential gaps in provision?
- how can the needs of all learners be met ensuring that they have an equality of opportunity to achieve their potential?

4.6 The engagement to date, which has included education staff, primary, secondary and special school head teachers, pastoral leaders (secondary) and staff from the Pupil Referral Unit (PRU) has identified the following needs that any new model should aim to address:

- building capacity in schools to meet the needs of the majority of learners
- addressing identified gaps
- meeting the specific needs of learners (emotional wellbeing, mental health, behaviour and learning) where needs cannot be met in mainstream settings
- providing a sustainable & flexible model of delivery
- providing targeted, bespoke, high quality teaching and learning
- contributing to improved outcomes for learners
- demonstrating value for money

4.7 With a forecast overspend in EOTAS provision at the end of the current financial year, a desire to improve the provision for our most vulnerable learners and the beginnings of a new model starting to take shape, the Council would like to appoint a Head of Provision for Vulnerable Learners to transform existing provision. The appointment would provide much needed additional and dedicated capacity that would help accelerate the development and implementation of a new model that the Head of Provision for Vulnerable Learners would



ultimately oversee the provision.

4.8 The primary focus of the role would be:

- to support the establishment of a model of provision for Caerphilly that would meet the needs set out in 4.5
- to support the development of a fully costed business case and options appraisal for consideration
- to put in place the necessary partnerships and relationships to support the new provision
- to create and lead a provision that can be considered a centre of excellence for vulnerable learners.

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

5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.

- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to support and work with schools to promote a common moral purpose in managing a spectrum of learners' behavioural needs. Promoting early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable behaviour model.
- Prevention – Implementing effective early intervention strategies and support working collaboratively with schools, and all other service providers will reduce the need for more intensive interventions later in learners educational pathways. This will be balanced against having effective identification systems and referral routes identified to support learners during their educational journey.
- Integration – The behaviour and wellbeing of all Caerphilly learners leads to a more prosperous and healthy adult population.
- Collaboration - Working collaboratively with other service providers such as health, social care and youth services provides a more cohesive approach to managing the behavioural needs identified within the education system.
- Involvement – All stakeholders need to be full participants in this behavioural model development to support and challenge and enhance the development itself. This will be at a local, regional and national level. This approach will lead to increased outcomes for all learners as they progress into adult hood and become meaningful contributors to living and working Caerphilly.

## **6. EQUALITIES IMPLICATIONS**

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

## **7. FINANCIAL IMPLICATIONS**

7.1 It is anticipated that the Head of Provision for Vulnerable Learners will be recruited at the Teaching Leadership Range L15 to L19 (£73,364 to £80,941 inclusive of on costs).

7.2 The draft budget proposals for 2019/20 recognise the financial pressures facing this statutory area of the service and include a proposed allocation of growth to support delivery. It is anticipated that the costs associated with the new post will form part of the growth allocation.

7.3 Subject to Council approval of the 2019/20 budget, the service would look to progress with the recruitment of this post.



## **8. PERSONNEL IMPLICATIONS**

- 8.1 The appointment of the Head of Provision for Vulnerable Learners is a new post and it is intended that it will be advertised internally and externally at the same time.

## **9. CONSULTATIONS**

- 9.1 The report reflects the views of consultees.

## **10. RECOMMENDATIONS**

- 10.1 Members are asked to consider the content of the report and provide comments.

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

- 11.1 The recommendations reflect the need to develop a sustainable, fit for purpose model of provision for the most vulnerable learners.

## **12. STATUTORY POWER**

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

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