

Pecyn Dogfennau Cyhoeddus

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

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



www.caerphilly.gov.uk
www.caerffili.gov.uk

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

Dyddiad: Dydd Mercher, 15 Mai 2019

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg** yn cael ei gynnal yn **Ystafell Sirhywi - Tŷ Penallta, Tredomen, Ystrad Mynach ar Dydd Mawrth, 21ain Mai, 2019** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi hefyd ddefnyddio'r Gymraeg yn y cyfarfod. Mae'r ddau gais hyn yn gofyn am gyfnod rhybudd o 3 diwrnod gwaith, a bydd cyfieithu ar y pryd yn cael ei ddarparu os gofynnir amdano.

Mae pob cyfarfod Pwyllgor yn agored i'r Wasg a'r Cyhoedd. Gofynnir i arsylwyr a chyfranogwyr ymddwyn gyda pharch ac ystyriaeth at eraill. Sylwer y bydd methu â gwneud hynny yn golygu y gofynnir i chi adael y cyfarfodydd ac efallai y cewch eich hebrwng o'r safle.

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR DROS DRO

A G E N D A

Tudalennau

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

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.

A greener place Man gwyrddach



I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|---|---|--------|
| 3 | Pwyllgor Craffu Addysg gydol Oes a gynhaliwyd ar 2 Ebrill 2019 | 1 - 6 |
| 4 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 5 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes. | 7 - 32 |
| 6 | I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:- 1. Junior and Youth Forum Priorities. 2. Welsh Government Community Hub Grant 2019/20. 3. Welsh Government 21st Century Schools and Education Programme – 3G Multi Use All Weather Pitch at Blackwood Comprehensive School. | |

* Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â Amy Dredge, 01443 863100, erbyn 10.00 a.m. ar **ddydd Llun**, 8fed **Mai** 2019.

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

- | | | |
|---|---|---------|
| 7 | Adroddiad blynyddol 2018-19 ar amcan llesiant 1 y cynllun corfforaethol 2018-23 | 33 - 52 |
| 8 | Blaenoriaethau Fforwm Iau a'r Fforwm Ieuenctid. | 53 - 58 |

Cylchrediad:

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

Aelodau Cyfetholedig:

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

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

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

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol

SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH

Bydd yr unigolion hynny sy'n mynychu cyfarfodydd pwyllgor i siarad/roi tystiolaeth yn cael eu henwi yng nghofnodion y cyfarfod hynny, weithiau bydd hyn yn cynnwys eu man gweithio neu fusnes a'r barnau a fynegir. Bydd cofnodion o'r cyfarfod gan gynnwys manylion y siaradwyr ar gael i'r cyhoedd ar wefan y Cyngor ar www.caerffili.gov.uk. ac eithrio am drafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig.

Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu.

Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r Hysbysiad Preifatrwydd Cyfarfodydd Pwyllgor Llawn ar ein gwefan <http://www.caerffili.gov.uk/Pwyllgor/Preifatrwydd> neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio griffd2@caerffili.gov.uk neu ffoniwch 01443 863028.

Gadewir y dudalen hon yn wag yn fwriadol



PWYLLGOR CRAFFU ADDYSG GYDOL OES

COFNODION Y CYFARFOD A GYNHALIUYD YN NHŶ PENALLTA, YSTRAD MYNACH,
DDYDD MAWRTH 2 EBRILL 2019 AM 5:30PM.

YN BRESENNOL:

Y Cynghorydd D. Havard – Cadeirydd
Y Cynghorydd C. Andrews – Is-gadeirydd

Cynghorwyr:

A. Collis, S. Cook, W. David, A. Farina-Childs, B. Miles, J.E. Roberts, R. Saralis, J. Simmonds, a R. Whiting.

P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad).

Ynghyd â:

R. Edmunds (Cyfarwyddwr Corfforaethol Addysg a Gwasanaethau Corfforaethol), K. Cole (Prif Swyddog Addysg), S. Richards (Pennaeth Cynllunio a Strategaeth Addysg), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), P. O'Neil (Uwch Reolwr Gwasanaethau Ieuenctid), C. Forbes-Thompson (Pennaeth Dros Dro Gwasanaethau Democrataidd), M. Jacques (Swyddog Craffu) ac A. Dredge (Swyddog Gwasanaethau Pwyllgor).

Hefyd yn bresennol:

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

E. Pryce a S. Jones (Gwasanaeth Cyflawni Addysg).

1. YMDDIHEURIADAU AM ABSENOLDEB

Cafwyd ymddiheuriadau am absenoldeb gan y Cynghorwyr: P.J. Bevan, D.T. Hardacre, M.P. James, Mrs G.D. Oliver a Mrs T. Parry a Mr M. Barry (Aelod Cyfetholedig).

2. DATGANIADAU O FUDDIANT

Ni chafwyd datganiadau o fuddiant ar ddechrau'r cyfarfod, nac yn ystod y cyfarfod.

3. COFNODION – 19 CHWEFROR 2019

PENDERFYNWYD cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg Gydol Oes a gynhaliwyd ar 19 Chwefror 2019 (cofnodion rhif 1–11) fel cofnod cywir, a'u llofnodi gan y Cadeirydd.

4. COFNODION – 7 MAWRTH 2019

PENDERFYNWYD cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg Gydol Oes Arbennig a gynhaliwyd ar 7 Mawrth 2019 (cofnodion rhif 1–5) fel cofnod cywir, a'u llofnodi gan y Cadeirydd.

Cyfeiriodd Aelod at eitem 4 yn y cofnodion – Cynllun Busnes y Gwasanaeth Cyflawni Addysg (2019–2021) – Atodiad yr Awdurdod Lleol 2019–2020 – a dweud nad oedd dadansoddiad o'r ffigurau mewn perthynas â Chynghorwyr Her Cynradd ac Uwchradd y Gwasanaeth Cyflawni Addysg wedi dod i law. Rhoddodd Mr E. Pryce (Gwasanaeth Cyflawni Addysg) ddiweddariad ar lafar a chadarnhau, mewn perthynas â ffigurau Rhanbarthol, fod 48 o Benaethiaid Ysgolion Cynradd (35 ohonynt yn Gynghorwyr Her Partner) a 15 o Benaethiaid Ysgolion Uwchradd (2 ohonynt yn Gynghorwyr Her Partner). Mewn perthynas â bwrdeistref sirol Caerffili, mae 11 o Benaethiaid Ysgolion Cynradd a 4 o Gyn-benaethiaid Ysgolion Uwchradd.

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

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

6. ADRODDIAD YR AELOD CABINET

Roedd y Pwyllgor Craffu wedi cael Datganiad yr Aelod Cabinet, gan y Cynghorydd P. Marsden, a ddosbarthwyd i'r Aelodau cyn y cyfarfod. Roedd y datganiad yn rhoi diweddariad o'r digwyddiadau yr oedd hi wedi bod yn bresennol ynddynt, a bod yn rhan ohonynt, yn ddiweddar mewn perthynas â'i phortffolio. Cyfeiriodd Aelod at Wobrau Rhagoriaeth Athrawon Cerdd y Deyrnas Unedig, a gofyn am eglurhad ar y camau nesaf. Mae Ysgol Lewis Pengam a Thîm Datblygu'r Celfyddydau Cyngor Bwrdeistref Sirol Caerffili wedi ennill prif wobwr yn y Gwobrau Rhagoriaeth Athrawon Cerdd, gan ennill y wobwr 'Outstanding Rock, Pop or Production' ar gyfer eu prosiect cyfansoddi caneuon arloesol, 'Young Vision'. Dywedodd y Swyddogion fod y prosiect wedi sicrhau dyhead a llwyddiant i ddisgyblion o ran dilyn gyrfa ym myd cerddoriaeth, a dengys eu llwyddiant fod y disgyblion yn gallu datblygu a gweithio fel tîm yn llwyddiannus. Defnyddiwyd 'Young Vision' gan arolygiad ysgol Estyn fel arfer orau, ac mae trafodaethau i'w ddefnyddio fel glasbrint ar gyfer rhaglenni Pop a Roc Cenedlaethol posibl ar gyfer Cymru yn 2019. Ar hyn o bryd mae Swyddogion yn adolygu'r strwythur rheoli yn y gwasanaeth cerddoriaeth i gynyddu capasiti yn y maes hwn, ac maent eisiau edrych yn fanwl ar gyfleoedd wrth symud ymlaen. Trafodwyd hefyd yr adran 'Uchelgeisiau a Rennir' yn y strategaeth cyrhaeddiad newydd. Mae'r ddogfen hon yn nodi sut y bydd y Cyngor yn gweithio gydag ysgolion a'r Gwasanaeth Cyflawni Addysg i gyflwyno gweledigaeth glir ar gyfer gwella cyrhaeddiad a chyflawniad.

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

7. BLAENRAGLEN WAITH Y PWYLLGOR CRAFFU ADDYSG GYDOL OES

Dywedodd Pennaeth Dros Dro Gwasanaethau Democrataidd fod Aelodau a Swyddogion y Pwyllgor Craffu wedi mynychu Gweithdy Blaenraglen Waith cyn y cyfarfod hwn. Pwrpas y gweithdy oedd trefnu adroddiadau ar gyfer y 12 mis nesaf. Byddai'r Flaenraglen Waith ddrafft yn cael ei dosbarthu i'r Pwyllgor yn dilyn y cyfarfod hwn ac, yn amodol ar gymeradwyaeth, bydd yn cael ei chyflwyno'n ffurfiol yn y Pwyllgor Craffu nesaf a drefnwyd ar gyfer 21 Mai 2019. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD dosbarthu Blaenraglen Waith y Pwyllgor Craffu Addysg Gydol Oes i'r Pwyllgor yn dilyn y cyfarfod ac, yn amodol ar gymeradwyaeth, ei chyflwyno'n ffurfiol i'r cyfarfod nesaf a drefnwyd ar gyfer 21 Mai 2019.

8. ADRODDIAD Y CABINET

Roedd y trydydd adroddiad a restrwyd fel eitem 8 – Cylch Gorchwyl ar gyfer Adolygu Darpariaeth Ôl-16 / Un Rhyw a Lleoedd Gwag – wedi'i alw ymlaen i'w drafod yn y cyfarfod.

Dywedodd yr Aelod Cabinet dros Addysg a Chyflawniad wrth yr Aelodau fod yr adroddiad hwn wedi'i gyflwyno i'r Cabinet ar 13 Mawrth 2019. Roedd y Cabinet yn llwyr o blaid yr argymhellion y cytunwyd arnynt gan y Pwyllgor Craffu Addysg Gydol Oes, a gynhaliwyd ar 7 Mawrth 2019, gan gynnwys cynyddu nifer yr Aelodau enwebedig ar y Bwrdd Adolygu o 2 gynrychiolydd i 4 cynrychiolydd. Yn ogystal, argymhellodd y Cabinet y dylai'r Pwyllgor Craffu ailystyried yr enwebiadau a gyflwynwyd i sicrhau gwasgariad daearyddol dros y fwrdeistref sirol gyfan.

Cefnogodd y Pwyllgor Craffu yr argymhelliad, a dywedodd y Cadeirydd y byddai'r Cynghorwyr W. David a R. Saralis yn cynrychioli'r Grŵp Llafur. Y Cynghorydd J. Roberts fyddai'r cynrychiolydd cyntaf ar gyfer Grŵp Plaid Cymru, a byddai'r ail gynrychiolydd yn cael ei gadarnhau yn dilyn trafodaethau ar ôl y cyfarfod hwn.

ADRODDIADAU'R SWYDDOGION

Rhodddwyd ystyriaeth i'r adroddiadau canlynol.

9. BLAENORIAETHAU'R FFORWM IAU A'R FFORWM IEUENCTID

Dywedwyd wrth y Pwyllgor Craffu gyda thristwch fod y bobl ifanc a oedd i fod yn cyflwyno yn y cyfarfod wedi mynychu angladd un o'u cyfeillion yn gynharach yn y dydd a'u bod wedi cyfleu eu siom ynghylch methu â rhoi eu cyflwyniad. Gofynnodd y Cadeirydd am anfon cydymdeimlad y Pwyllgor Craffu at y bobl ifanc ar yr achlysur trist hwn.

Cyflwynodd Uwch Reolwr y Gwasanaeth Ieuencid yr adroddiad, a oedd yn rhoi gwybod i'r Aelodau am faterion a godwyd gan Blant a Phobl Ifanc drwy Fforymau Iau ac Ieuencid y Gwasanaeth Ieuencid. Roedd yr adroddiad yn ceisio barn yr Aelodau cyn ei gyflwyno i'r Cabinet ar 24 Ebrill 2019. Mae'r Fforymau Iau ac Ieuencid wedi'u strwythuro a'u trefnu o amgylch pum thema: Caerffili Ffyniannus; Caerffili Saffach; Caerffili sy'n Dysgu; Caerffili Iachach; Caerffili Wyrddach, sy'n galluogi plant a phobl ifanc i gael llais ar faterion sy'n effeithio arnynt. Mae Cynrychiolwyr y Fforwm Iau yn 7–11 oed ac mae Cynrychiolwyr y Fforwm Ieuencid yn 11–25 oed. Yng Nghynhadledd Flynyddol y Fforwm Ieuencid, rhoddir cyfle i bobl ifanc edrych ar faterion a godwyd yn flaenorol drwy ymgynghori ar draws y fwrdeistref sirol gyfan. Mae pobl ifanc sy'n mynychu'r Gynhadledd yn cyflwyno eu barn ar bob un o'r themâu ac yn cymryd rhan mewn deialog gyda Swyddogion perthnasol ac aelodau'r Cabinet. O archwilio'r holl themâu yng nghyd-destun bywydau pobl ifanc, mae'r bobl ifanc yn adnabod a chytuno ar fater blaenoriaeth ar gyfer pob thema. Yn dilyn y Gynhadledd, pleidleisiwyd ar y flaenoriaeth gyffredinol gan 2,656 o bobl ifanc a oedd yn cynrychioli'r Gwasanaeth Ieuencid, Ysgolion a Gwasanaethau Cymorth Ieuencid.

Nododd yr Aelodau y blaenoriaethau y pleidleisiwyd arnynt a nodwyd ym mharagraffau 5.2 a 5.3 yn yr adroddiad. Cadarnhawyd mai'r mater blaenoriaeth gyffredinol ar gyfer y Fforwm Ieuencid yw 'Iechyd Meddwl' – dylid gwella gwasanaethau gyda chymorth pobl ifanc a dylai pobl ifanc gael addysg cymorth cyntaf iechyd meddwl. Mater blaenoriaeth gyffredinol y Fforwm Iau yw 'mwy o ymwybyddiaeth o gymorth ar faterion cyffuriau ac alcohol'. Nodwyd y broses sy'n dilyn y gwaith adnabod materion ym mharagraff 2.2 yn yr adroddiad.

Cyfeiriodd Aelod at Gynhadledd y Fforwm Ieuencid a fynychodd, a dweud yr oedd yn llawn edmygedd o ran y trafodaethau a gynhaliwyd, gan gyfeirio yn benodol at y mater iechyd meddwl. Roedd yr Aelod Cabinet hefyd wedi mynychu'r Gynhadledd, ac roedd hithau, yn yr un modd, yn llawn edmygedd o ran aeddfedrwydd yr ymatebion a ddarparwyd. Ychwanegodd fod pobl ifanc wedi dweud bod materion iechyd meddwl o'u hamgylch ym mhobman, a hefyd

fod modd i'r cyfryngau cymdeithasol gael effaith negyddol ar eu hiechyd meddwl. Cadarnhaodd Swyddogion fod gan bob ysgol uwchradd Gwnselwyr sy'n darparu cymorth. Sicrhawyd cyllid ar gyfer hyn, ac ni fydd unrhyw gynigion i sicrhau arbedion yn effeithio arno. Ceir cynnydd yn yr angen am gymorth, ac mae'r Gwasanaethau Iechyd Meddwl Plant a'r Glasoed ('CAMHS') yn cael llif o atgyfeiriadau. Mae hefyd angen buddsoddi mewn hyfforddiant Thrive a Chynorthwyrwyr Cymorth Llythrennedd Emosiynol ('ELSA') i gefnogi plant a phobl ifanc.

Cyfeiriwyd at y blaenoriaethau blaenorol a gyflwynwyd i'r Pwyllgor Craffu, ac a gefnogwyd ganddo, a holodd Aelod pam nad yw adborth o ran cynnydd yn cael ei gyflwyno i'r Pwyllgor. Awgrymwyd gwahodd y Fforwm Ieuenctid i fynychu'r cyfarfod nesaf, a drefnwyd ar gyfer 21 Mai 2019, i roi diweddariad am y materion blaenoriaeth, a chytunwyd ar hyn gan y Pwyllgor Craffu.

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

PENDERFYNWYD, am y rhesymau a gynhwysir yn adroddiad y Swyddog:-

- (i) gefnogi materion y Fforymau Iau ac Ieuenctid, a'u cyflwyno i'r Cabinet;
- (ii) cefnogi'r Fforwm Ieuenctid o ran mynd i'r afael â'i fater blaenoriaeth, sef iechyd meddwl;
- (iii) cefnogi'r Fforwm Iau o ran mynd i'r afael â'i fater blaenoriaeth, sef codi ymwybyddiaeth am gymorth o ran materion cyffuriau ac alcohol;
- (iv) cefnogi'r materion a godwyd gan Blant a Phobl Ifanc wrth wneud penderfyniadau sy'n effeithio ar eu bywydau.

10. CATEGOREIDDIO YSGOLION CENEDLAETHOL 2018–19

Cyflwynodd Mr E. Pryce a Ms S. Jones (Gwasanaeth Cyflawni Addysg (GCA)) yr adroddiad a gyflwynodd wybodaeth i'r Aelodau yn amlinellu'r System Genedlaethol ar gyfer Categoriaddio Ysgolion a sut mae ysgolion yng Nghaerffili wedi cael eu categoriaddio ar gyfer cefnogaeth eleni.

Hysbyswyd yr Aelodau fod y Gweinidog Addysg a Sgiliau wedi cyhoeddi cyflwyno'r System Genedlaethol ar gyfer Categoriaddio Ysgolion ym mis Medi 2014. Mae'r system, sy'n cwmpasu ysgolion cynradd ac ysgolion uwchradd, wedi esblygu yn ystod y blynyddoedd dilynol. Ers 2017–2018, mae Llywodraeth Cymru wedi dileu'r dyfarniad sy'n seiliedig ar ddata, a oedd yn rhoi ysgolion mewn grŵp safonau fel rhan o Gam 1. Mae trafodaethau o ran gwaith hunanarfarnu'r ysgolion a gwaith cynllunio datblygu'r ysgolion wedi dod yn nodwedd ganolog y model. Mae data'r ysgolion yn parhau i fod yn fan cychwyn ar gyfer trafodaethau yn yr ysgolion, a chyda'r Cynghorwyr Her, am eu gallu i wella o ran arweinyddiaeth, addysgu a dysgu.

Trafodwyd deilliannau pob cam o'r broses gategoriaddio, ac eglurwyd yr amgylchiadau a allai effeithio ar gategoriâu cefnogaeth yr ysgolion ac elfennau asesu perfformiad ysgolion. Darparwyd trosolwg mewn perthynas â'r Adolygiad gan Gymheiriaid, y Broses Safoni a Chymedroli Ranbarthol, a'r Broses Ddilysu Genedlaethol a gynhaliwyd.

Cyfeiriwyd yr Aelodau at baragraffau 5.14 a 5.15 yn yr adroddiad, sy'n nodi Categoriâu Ysgolion Cynradd ac Uwchradd ar gyfer 2018/19. O ran Ysgolion Cynradd, eglurwyd nad oes unrhyw gyfartaleddau cenedlaethol ar gael yn rhwydd ar gyfer data Cam 1 a Cham 2, ac ni ddefnyddir data Cam 1 ar gyfer gategoriaddio eleni. Yn ystod y tair blynedd ddiwethaf, mae cyfran yr ysgolion yn y categori gwyrdd wedi cynyddu ar gyfer Cam 2, ac mae bellach yn 55%. Ar Gam 3, mae cyfran yr ysgolion yn y categori gwyrdd yn uwch na'r cyfartaledd rhanbarthol

a'r cyfartaledd cenedlaethol, ac mae'r gyfran yn y categori coch yn unol â'r cyfartaledd rhanbarthol, ond yn uwch na'r cyfartaledd cenedlaethol. O ran Ysgolion Uwchradd, yn ystod y tair blynedd ddiwethaf, nid oedd unrhyw ysgol yn y categori gwyrdd ar gyfer Cam 2. Ar Gam 3, nid oes unrhyw ysgol uwchradd yn y categori gwyrdd, fodd bynnag, mae cyfran yr ysgolion yn y categori coch yn llai na'r cyfartaledd rhanbarthol a'r cyfartaledd cenedlaethol.

Holodd Aelod sut mae nifer y diwrnodau o ran amser y Cynghorwyr Her yn cael eu dyrannu i bob ysgol. Dywedodd y Swyddog fod Llywodraeth Cymru wedi penderfynu ar yr amser yn 2014 fel rhan o'r broses ail-gategoreiddio ac, o ran cyllid grant, cytunir ar hyn ar yn rhanbarthol. Cyfeiriodd Aelod at gymedroli deilliannau herio, ac eglurwyd mai Cynghorydd Her annibynnol sy'n ymgymryd â'r broses hon, a'i rôl yw ystyried y dystiolaeth wreiddiol ac yna gytuno neu anghytuno â'r penderfyniad gwreiddiol. Yna, mae'r penderfyniad hwnnw'n cael ei gyflwyno i'r Bwrdd Cymedroli Rhanbarthol.

Holodd Aelodau a oedd ysgolion ar y cyfan yn hapusach i aros yn y categori melyn gyda chefnogaeth yn hytrach na symud ymlaen i'r categori gwyrdd. Eglurodd Swyddogion nad oes rhaid i'r gefnogaeth ddiflannu os ydynt yn cael eu rhoi yn y categori gwyrdd gan fod modd cynnig hyn o hyd, os oes angen, fel rhan o'r daith wella. Mae hyn yn ymwneud yn fwy â dosbarthu ansawdd arweinyddiaeth ar draws y sefydliad. Mae angen i ysgolion a phenaethiaid fod yn agored ac yn onest gyda'r Awdurdod Lleol. Bydd yr Awdurdod Lleol yn canolbwyntio cymorth ar arweinyddiaeth, a bydd hyn yn cael ei fonitro drwy adroddiadau hunanarfarnu cywir a gonest, a bydd gwaith hefyd yn cael ei wneud gydag Uwch Arweinwyr ac Arweinwyr Canol. Defnyddir y wybodaeth i ganolbwyntio ar draws yr ysgol ac i ddatblygu'r gallu i arwain drwy weithio ar y cyd mewn meysydd allweddol. Pwysleisiodd Swyddogion bwysigrwydd osgoi dyblygu gwaith gyda'r GCA a'r Awdurdod Lleol (ALI), yr angen i symleiddio cefnogaeth a chroesawu newid diwylliant. Mae'r ALI wedi argymhell sesiynau hyfforddi ar gyfer Penaethiaid, a fydd yn cynnwys 6 diwrnod o raglen hyfforddi datblygu a fydd yn ategu'r gefnogaeth a ddarperir gan y GCA.

Mynegodd Aelod bryderon am anghydbwysedd rhwng Cynghorwyr Her sy'n Benaethiaid Ysgolion Cynradd/Uwchradd. Cadarnhaodd Swyddogion mai'r pwynt allweddol yw'r cynnydd a welwyd ar draws y rhanbarth, ac mae Caerffili wedi gweld gwelliant sylweddol yn yr Ysgolion Cynradd. Mae'n bwysig cynnal perthynas weithio dda rhwng Cynghorwyr Her, Penaethiaid ac ysgolion. Mae meddu ar y sgiliau cywir a threfnu'r gefnogaeth orau gyda Phenaethiaid ac Arweinwyr Canol, sydd yn y system ar hyn o bryd (gan eu bod yn wynebu'r un profiadau a heriau), yn hanfodol. Pwysleisiodd Swyddogion fod categoreiddio yn ymwneud â chynyddu lefel y gefnogaeth a ddarperir i'r ysgolion ac nid yw'n ddyfarniad, ac na ddylid ei ystyried yn feiriadaeth fawr. Mynegodd Aelodau bryderon bod y categorïau'n cael eu hystyried yn negyddol ac mae hyn yn hanfodol anghywir, ac mae angen mynd â'r neges hon yn ôl i Lywodraeth Cymru.

Diolchodd y Cadeirydd i'w gydweithwyr o'r GCA am eu hadroddiad ac am ymateb i'r cwestiynau a godwyd yn ystod y ddadl.

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

PENDERFYNWYD nodi cynnwys yr adroddiad.

Terfynwyd y cyfarfod am 6:50pm.

Wedi'i gymeradwyo fel cofnod cywir ac yn ddarostyngedig i unrhyw ddiwygiadau neu gywiriadau a gytunwyd a'u cofnodi yng nghofnodion y cyfarfod a gynhaliwyd ar 21 Mai 2019 fe'u llofnodwyd gan y Cadeirydd.

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE – 21ST MAY 2019

SUBJECT: EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To report the Education 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. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 2nd April 2019. The work programme outlines the reports planned for the period May 2019 to May 2020.

5.2 The forward work programme is made up of reports identified by officers and members. 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.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2.

5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The operation of scrutiny is required by the Local Government Act 2000. The Local Government Wales Measure 2011 and subsequent Statutory Guidance include requirements to publicise the work of scrutiny committees. The operation of scrutiny committee forward work programmes was agreed following decisions by Council in October 2013 and October 2015.

7.2 **Corporate Plan 2018-2023.**

Scrutiny Committee forward work programmes contributes towards and impacts upon the Corporate Well-being Objectives by ensuring that the Executive is held to account for its Corporate Objectives, which are:

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impacts on the environment

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being

8. **WELL-BEING OF FUTURE GENERATIONS**

8.1 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

9. EQUALITIES IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

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

11. PERSONNEL IMPLICATIONS

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

12. CONSULTATIONS

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

13. STATUTORY POWER

13.1 The Local Government Act 2000.

Author: Amy Dredge, Committee Services Officer, dredga@caerphilly.gov.uk
Consultees: Catherine Forbes-Thompson, Interim Head of Democratic Services
Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer
Robert Tranter, Head of Legal Services/ Monitoring Officer

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

Gadewir y dudalen hon yn wag yn fwriadol

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|---|
| Performance Management Meeting. Date: 21st May 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Performance Management (including Wellbeing Objectives) | | | Richard Edmunds, Corporate Director for Education & Corporate Services Steve Harris, Interim Head of Business Improvement Services Keri Cole, Chief Education Officer |
| Youth Forum – update on previous priorities | | | Paul O'Neill, Senior Youth Service Manager |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|--|
| Meeting Date: 2nd July 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Schools' Federation | | | Keri Cole, Chief Education Officer |
| Formula Funding Changes for Ysgol Gyfun Cwm Rhymni | | | Sue Richards, Head of Education, Planning & Strategy Keri Cole, Chief Education Officer |
| Attendance / Exclusions | | | Keri Cole, Chief Education Officer |
| SRB Review Funding | | | Sue Richards, Head of Education, Planning & Strategy Keri Cole, Chief Education Officer |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|--|
| Meeting Date: 24th September 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Foundation Phase to KS3 Performance | | | Keri Cole, Chief Education Officer |
| 21 st Century Schools Update | | | Sue Richards, Head of Education, Planning & Strategy Keri Cole, Chief Education Officer |
| Self-Evaluation | | | Keri Cole, Chief Education Officer |
| Safeguarding | | | Keri Cole, Chief Education Officer |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|--|
| Meeting Date: 5th November 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Youth Service Pilot | | | Paul O'Neill, Senior Youth Service Manager |
| Period Dignity Update | | | Keri Cole, Chief Education Officer |
| Schools Causing Concern | | | Keri Cole, Chief Education Officer Sue Richards, Head of Education, Planning & Strategy |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|--|
| MTFP Special. Meeting Date: 9th December 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Medium-Term Financial Plan. Draft Savings Proposals | | | Sue Richards, Head of Education, Planning & Strategy Richard Edmunds, Corporate Director for Education & Corporate Services |
| | | | |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|--|-------------------------|------------|---|
| Meeting Date: 13 th January 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Performance Management | | | Richard Edmunds, Corporate Director for Education & Corporate Services Steve Harris, Interim Head of Business Improvement Services |
| EAS Business Plan | | | Ed Pryce, Interim Strategic Service and Policy Lead at EAS |
| 'Shared Ambitions' Update | This could be training? | | Keri Cole, Chief Education Officer Sue Richards, Head of Education, Planning & Strategy |
| Key Stage 4 & 5 Performance | | | Keri Cole, Chief Education Officer |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|--|
| Meeting Date: 31st March 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Youth Forum Priorities | | | Paul O'Neill, Senior Youth Service Manager |
| Schools Capital Programme | | | Sue Richards, Head of Education, Planning & Strategy |
| Library Standards | | | Sue Richards, Head of Education, Planning & Strategy |
| Faith Schools – Assessment of Needs | | | Sue Richards, Head of Education, Planning & Strategy |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|------------------------------------|
| Meeting Date: 18th May 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Additional Support Review | | | Keri Cole, Chief Education Officer |
| | | | |
| | | | |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1

| Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|----------------|-------------------|------------------|
| Date to be Confirmed | | | |
| Subject | Purpose | Key Issues | Witnesses |
| EAS VFM | | | EAS |
| | | | |
| | | | |
| | | | |

Gadewir y dudalen hon yn wag yn fwiadol

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1b

| Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|--|----------------|-------------------|--|
| Meeting Date: 21st May 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Music Service Position Update | | | Sue Richards, Head of Education, Planning & Strategy |
| | | | |
| | | | |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1b

| Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|--|----------------|-------------------|--|
| Meeting Date: 2nd July 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Healthy Schools | | | Keri Cole, Chief Education Officer |
| Grants and Financial Plan | | | Sue Richards, Head of Education, Planning & Strategy |
| Progress Report on 21 st Century Schools | | | Keri Cole, Chief Education Officer |
| | | | |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1b

| Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|--|----------------|-------------------|--|
| Meeting Date: 24th September 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Budget Monitoring | | | Sue Richards, Head of Education, Planning & Strategy |
| Elective Home Education Update | | | Sue Richards, Head of Education, Planning & Strategy |
| | | | |
| | | | |

| Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|--|----------------|-------------------|------------------|
| Meeting Date: 5th November 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| | | | |
| | | | |
| | | | |
| | | | |

| Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|--|----------------|-------------------|------------------|
| Meeting Date: 9th December 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| | | | |
| | | | |
| | | | |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1b

| Meeting Date: 13th January 2020 | | | |
|--|----------------|-------------------|--|
| Subject | Purpose | Key Issues | Witnesses |
| Budget Monitoring | | | Sue Richards, Head of Education, Planning & Strategy |
| ALN Act Update. (Or covered by training workshops for Members instead)? | | | Keri Cole, Chief Education Officer |
| School Admission Arrangements 2021-22 | | | Keri Cole, Chief Education Officer |
| | | | |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1b

| Meeting Date: 31st March 2020 | | | |
|---|----------------|-------------------|--|
| Subject | Purpose | Key Issues | Witnesses |
| WESP Update on new guidelines | | | Sue Richards, Head of Education, Planning & Strategy |
| Categorisation | | | Sue Richards, Head of Education, Planning & Strategy |
| Inspections Profile | | | Sue Richards, Head of Education, Planning & Strategy |
| 21 st Century Schools Update | | | Sue Richards, Head of Education, Planning & Strategy |

Education for Life Scrutiny Committee Forward Work Programme
Appendix 1b

| Meeting Date: 18th May 2020 | | | |
|---|----------------|-------------------|------------------------------------|
| Subject | Purpose | Key Issues | Witnesses |
| Childcare Offer Update | | | Keri Cole, Chief Education Officer |
| | | | |
| | | | |
| | | | |

| Cabinet - Forward Work Programme | | | |
|---|--|-----------------|-----------------------|
| Title | Key Issues | Author | Cabinet Member |
| Wednesday - 15/05/2019 Cabinet & PDM | | | |
| 2019 Property Review Report | Annual Report to be approved by Cabinet | Mark Williams | Cllr. Lisa Phipps |
| Corporate Asset Management Strategy | To seek Cabinet approval of the Council's Asset Management Strategy. | Mark Williams | Cllr. Lisa Phipps |
| Local Toilet Strategy | To consider the findings of the public consultation exercise undertaken on the draft Caerphilly county borough Local Toilets Strategy together with consideration of the | Rob Hartshorn | Cllr. Eluned Stenner |
| Cabinet as Trustees of Blackwood Miners Institute Meeting | | | |
| Wednesday - 29/05/2019 Cabinet & PDM | | | |
| Community Asset Transfer Principles | To seek Cabinet approval on a set of principles in relation to the transfer of playing fields and sporting organisations | Mike Headington | Cllr. Nigel George |

| | | | |
|--|---|----------------|------------------------|
| Regeneration Board Project Proposals | To provide Cabinet with an update on the work of the Regeneration Project Board and to recommend a further list of priority schemes for Development Funding to Cabinet | Alan Dallimore | Cllr. Sean Morgan |
| Wednesday - 24/07/2019 Cabinet & PDM | | | |
| Wednesday - 10/07/2019 Cabinet & PDM | | | |
| Consultation Response Report - Federation of Schools | Cabinet to consider the responses received as part of the formal consultation process and determine whether to proceed to formal federation for the 4 groups of schools included within the report. | Sue Richards | Cllr. Philippa Marsden |
| Wednesday - 24/07/2019 Cabinet & PDM | | | |

Cabinet - Forward Work Programme

| Title | Key Issues | Author | Cabinet Member |
|-------------------------------|------------|--------------------------|----------------|
| Wednesday - 26/06/2019 | | Cabinet & PDM | |

| | | | |
|--|--|-----------------|----------------------|
| Hafodyrynys Air Quality Feasibility Study | To present for approval for public consultation the draft Final Plan prepared in response to the Air Quality Direction issued by Welsh Government in respect of compliance with the EU Air Quality Directive at Hafodyrynys | Rob Hartshorn | Cllr. Eluned Stenner |
| Review of CCBC Regeneration Grants | To make recommendations to Cabinet following a review undertaken on the revenue and capital grant schemes currently administered by the Council's Regeneration Division. The report outlines proposals to amalgamate the grants into a combined "Caerphilly Enterprise Fund" and to focus their delivery to areas where they will have the biggest impact. | R. Kyte | Cllr. Sean Morgan |
| Annual Welsh Language Standards Report 2018-19 | To present to Cabinet the report which include a progress update on the Welsh Language Strategy | Anwen Cullinane | |
| Energy Generation and Savings Options | To outline work undertaken by the authority on energy conservation and carbon reduction, and to outline further opportunities resulting from energy Management / Generation. | Allan Dalimore | Cllr. Sean Morgan |
| Outturn Report | | Stephen Harris | Cllr. Barbara Jones |

Wednesday - 10/07/2019

Cabinet & PDM

| | | | |
|--|--|--------------------------|------------------------|
| Consultation Response Report - Federation of Schools | Cabinet to consider the responses received as part of the formal consultation process and determine whether to proceed to formal | Sue Richards | Cllr. Philippa Marsden |
| Wednesday - 24/07/2019 | | Cabinet & PDM | |



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 21ST MAY 2019

SUBJECT: 2018-19 ANNUAL REPORT ON WELL-BEING OBJECTIVE 1 OF THE CORPORATE PLAN 2018-23

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 This report is for members to evaluate the progress to date towards achieving Well-being Objective 1 Improve Education Opportunities for everyone in the Corporate Plan 2018-23.

2. SUMMARY

2.1 Well-being Objective 1 aims to improve education opportunities for everyone. This report and appendix highlights the progress in the first year of implementation.

2.2 During 2018-19 progress has been made towards meeting the Well-being objective to improve education opportunities for everyone. A number of actions have been completed and there are a number of action areas in this first year of implementation, where substantial preparatory work has been undertaken involving stakeholders to ensure collaborative models are developed to improve education opportunities for everyone.

2.3 The measurable impact has been limited to date although an example of the collaborative approach involving stakeholders in developing long term delivery models has enabled significant success in securing capital funding for infrastructure:

- £5,458,495 for the development of places in Welsh medium schools plus £850,000 for expanding places in Welsh medium childcare settings;
- £5,110,989 for childcare setting development across the borough;
- and £194,750 Flying Start capital maintenance work for several sites.

This significant Welsh Government investment over the coming years will enable an increase in both Welsh and English medium provision, improving accessibility for families and children as well as providing purpose built provision to meet the needs for all children and young people supporting an improvement in education opportunities for all.

2.4 The progress to date shows we are on track to deliver the action steps towards delivering the Well-being objective. The overall objective continues to be fit for purpose, although there are changes required in steps or actions completed.

3. RECOMMENDATIONS

3.1 Members approve the content of the report and agree the judgement of progress made in the first year in respect of Well-being Objective 1 improve education opportunities for everyone.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Members scrutinise the content of the report and are able to agree or challenge the judgement of progress made in the first year.

5. THE REPORT

- 5.1 Well-being Objective 1 aims to improve education opportunities for everyone.

- 5.1.1 The first year of progress has shown positive impact across many areas of development. Examples include exclusion rates showing a decreasing trend, attendance showing an increasing trend, targets being met or exceeded for many projects including Flying Start, Families First, Childcare Offer, Bridges Into Work, Working Skills for Adults, Inspire to Work, the reviews are on track to support pilots or implementation in future years of the plan, and a significant amount of capital investment has been secured.
- 5.1.2 Each step when combined aim to impact positively on improving education opportunities for everyone. The self-evaluation process embedded in Education teams has demonstrated impact for children and young people, as well as instigating further improvement needed in stakeholder engagement and involvement for both strategy development and service delivery. During the year stakeholders have been involved in collaborative partnerships for various outcome areas to develop future delivery. One example is the range of task groups to design future support for vulnerable children including service / schools budget planning.
- 5.1.3 The main detail of progress to date are detailed within Appendix 1. Progress has been made across sixteen of the actions / steps and a further three actions are complete requiring removal:
- More effectively track progress of vulnerable groups and monitor impact of outcomes
 - Develop the role of person centred practice champion and embed person centred practice in targeted schools
 - Develop the transition plan in relation to Team Teach with schools arranging their own training.
- 5.1.4 The data set is presented annually using the academic year data available in that year and reflects the academic year 2017/18 in this report. There are some changes in data collection moving forward and amendments will reflect the changes in curriculum and reporting requirements.

5.2 Conclusion

Appendix 1 highlights progress against each step / action area and the data performance measures to substantiate the recommendation for approval of progress in the first year of the five year plan.

6. ASSUMPTIONS

- 6.1 No assumptions have been made or were thought necessary for this report on progress.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 Corporate Plan 2018-2023.

The report content contributes towards and impacts the Corporate Well-being Objective 1.

Objective 1 - Improve education opportunities for all.

There are linkages and impacts from services delivering within this report across other Corporate Well-being Objectives which will be reported to relevant scrutiny committees during June and July.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 The Well-being Objective 1 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

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

8.2 This report is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to reduce the attainment gap, develop a well skilled well educated workforce able to contribute positively to society.

8.3 Integration and collaboration through stakeholder partnership working supports a coordinated approach for children, young people and their families aiming towards a long term prevention of poverty through improved educational outcomes.

9. EQUALITIES IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

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

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications within this report.

12. CONSULTATIONS

12.1 All responses from consultations have been incorporated in the report.

13. STATUTORY POWER

13.1 Future Generations and Well-being Act 2015.

Author: Sarah Mutch, Early Years Manager
mutchs@caerphilly.gov.uk

Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services
Christina Harrhy, 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
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools)
Ros Roberts, Performance Manager
Rob Tranter, Head of Legal Services and Monitoring Officer
Steve Harries, Interim Head of Business Improvement Services and Acting
Section 151 Officer

Appendices:

Appendix 1 End of Year reporting – WBO 1 Education 2018-19

CCBC Well-being Objectives - 2018/19 Year End Update

1. Overall Summary Statement

- During 2018-19 progress has been made towards meeting the Well-being objective to improve education opportunities for everyone over the course of the five year plan.
- A number of actions have been completed and there are a number of action areas where substantial preparatory work has been undertaken involving stakeholders to ensure collaborative models are developed to improve education opportunities for everyone.
- The measurable impact has been limited to date although an example of the collaborative approach to developing future delivery models has enabled significant success in securing capital funding for infrastructure; £5,458,495 for the development of places in Welsh medium schools plus £850,000 for expanding places in Welsh medium childcare settings; £5,110,989 for childcare setting development across the borough; and £194, 750 Flying Start capital maintenance work for several sites. This significant Welsh Government investment over the coming years will enable an increase in both Welsh and English medium provision, accessibility for families and children as well as purpose built provision to meet the needs for all children and young people supporting an improvement in education opportunities for all.

The progress to date shows we are on track to deliver the action steps towards delivering the Well-being objective.

In the first year of implementation much of the evidence is qualitative. However, impact needs to be evidenced in future years with both qualitative and quantitative evidence.

Many of the actions would not be as effective or achievable solely by isolated teams within education and so a culture of collaboration and partnership working has been developed over previous years. Many of the task groups reviewing additional needs provision, education other than at school, budget impacts have required a variety of stakeholders to ensure a wide range of perspectives to ensure any assumptions are fully challenged and resolved prior to implementation. This has led to a co-production approach to the development of pilots, and future delivery as well as ensuring resources are maximised moving forward. Education has active representation in regional development work to ensure shared practice and learning is built on current research and evidence and shared outcomes are integrated across agencies.

- The overall objective continues to be fit for purpose, although there are changes required in steps/actions completed.

2. What has gone well?

- Progress has been made across sixteen of the actions / steps and a further three actions are complete. The reviews have moved forward to the development of models enabling proposals to be fully developed for future decisions in 2019-20. Data trends are positive although impacts are yet to be fully realised.

APPENDIX 1

- There has been significant implementation to support well-being of children and young people in schools includes changing attitudes and knowledge of the impact of home environment, supporting staff well-being as well as how to then create a trauma informed school.
- Successfully securing capital funding for development of Welsh medium school places as well as both English and Welsh medium childcare provision across the borough will improve future well-being of children and young people. The model to develop childcare provision in purpose built environments on school site will support transition for young children as well as give parents improved well-being with the security of knowing their child's needs can be met without transport or disruptive transition between locations for Education and childcare.
- We have been successful in securing additional and maintaining existing grants as well as maximising core funding as needed to deliver on an action / step, including prudent use of funding enabling stretching of any available resource to meet the increasing needs of children, young people and adults.
- Regional partnerships have enabled shared integrated outcomes and a collaborative approach to designing delivery and interventions. Improving education opportunities for all include designing for the long term changes including infrastructure that is fit for the 21st century to improve learning environments for children and young people. Although we have been using case studies and stakeholder feedback / surveys to communicate the difference we are making, this is an area of future work.
- The collaborative approach to designing bids for both Welsh medium provision and the cross borough childcare provision has enabled more innovative approaches in design and development of business cases. This collaboration in development and future delivery will future proof community services, for the longer term, which are much needed but not always sustainable as individual isolated projects.

Page
39

3.3 What has not gone well?

- Stakeholder involvement in development and design of future models has slowed the progress in detailing proposals to take for approval for implementation. However, the benefits of engagement outweigh the delays in implementation and makes models more robust for delivery.
- To date there are no barriers or risks identified for resolution, although there are changes and improvement actions to be taken in future years.

4. Reflection & Review

Tracking Progress through Measures and Actions (see section 5 for detail)

- The education qualification outcomes were the right ones for this report as they are based on last academic year which was in 2018. However, in future years some of the measures have been changed with the changes in curriculum.
- In 2018-19 more surveys, and user satisfaction surveys have been used to understand how services are used and perceived. In future years the evaluation analysis will inform changes in delivery / provision.

Reflection

- The trends in data as well as the progress reports from leads for each action area / step are all showing positive impact
- There has been a greater emphasis on collaboration in delivery, involving stakeholders throughout development and delivery against shared indicators / measures, as well as sharing the commitment towards long term outcomes and reducing or preventing the need for higher level interventions through earlier identification of need and well-being interventions sooner. The focus now needs to also capture the measurable outcomes and identifying the impact for children, young people and adults. The self-evaluation process embedded in Education is also helping to maintain a focus on using the sustainable development principles to drive future improvements.

The Well-being Objective 1 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

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

5. Tracking Progress – Our Steps to Deliver (2018-2023)

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|---|---|-----------|
| 1. Aim to reduce the impact of poverty within early years | | |
| Flying Start programme to help improve access, take up and attendance | <ul style="list-style-type: none"> ○ During 2018-19, Flying Start supported 2870 individual children in term 1 (2509 aged 0-3 plus 361 aged over 4) decreasing to 2769 individual children in term 3 (2435 aged 0-3 plus 334 aged over 4) in the most disadvantaged areas. ○ During the year this included 542 new births (increase from 519 in 2017-18) and 396 transfers into Flying Start areas (decrease from 439 in 2017-18). ○ There has been a decrease in the take up of childcare placement in 2018-19 to 92.2% ○ However, the average attendance in childcare across the year has increased from 69.7% in 2017-18 to 71.2% in 2018-19. ○ The completion rate of structured parenting programmes has remained fairly consistent at 66.8% in 2017-18 and 66.4% in 2018-9. However, the completion rate for the Steps to success personal development programme for parents has increased from 72.5% in 2017-18 to 76.5% in 2018-19. ○ The collaborative way of working has successfully secured £194,750 capital funding to improve and maintain current Flying Start childcare provisions across the borough. ○ The Wales Audit Office examined the step of improving take up of the Flying Start programme and recognised that there were a number of positive examples of how the council has taken account of the sustainable development principle. However, there is more to do to consistently embed all five ways of working to secure increased take up and attendance ensuring that it is working in a fully integrated way. ○ If the attendance and engagement is improved in Flying Start programme there is likely to be long term improvement of children’s outcomes and in the short term improvement in baseline outcomes or early identification of emerging additional needs on starting nursery. | 2017-2021 |
| Families First programme to help improve access, take up and attendance | <ul style="list-style-type: none"> ○ Families First is an early intervention/prevention Programme which supports families with a variety of needs. Each Local Authority shapes the Programme based on local need. ○ Key achievements of Families First during 2018/19 are: ○ Supporting Family Change (TAF model) engaged with 393 families. During 2018/19, 285 families closed to the service 100% of which showed an improvement in their Distance Travelled. ○ 18 projects deliver comprehensive family support and young people support to non-Flying Start families in need of support. ○ Following support, 94% of individuals report improved family relationships; 98% of participant parents report improved ability to support their child’s learning and development needs and 99% of individuals report an improvement in family resilience (Distance Travelled). 97% of children improved their speech, | 2017-2021 |

APPENDIX 1

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|--|---|--------------------|
| | <p>language and communication skills and 96% of families felt they could contribute to changes in their lifestyles and behaviours.</p> <ul style="list-style-type: none"> ○ Contribution to the implementation of a SPACE Well-being Panel (Single Point of Access for Children’s Emotional Well-being) for multi-agency discussion for mental health referrals for children and young people. This model utilises the JAFF referral (Joint Assessment Family Framework) with a central referral point to the SPACE Coordinator. This model enables single referral from referrer for families, families having to tell their story once, identification of most suitable service (including CAHMS and PCMHSS), as well as prevention of families sitting on multiple waiting lists. ○ The collaboration between Families First and Flying Start has enabled wider reach of Flying Start type provision except childcare through JAFF referrals to joint commissioned projects. Similar collaboration between Families First and Supporting People has enabled joint commissioning of services and prevent duplication of separately contracted similar provision including debt management, and domestic abuse support services. ○ Families First programme has worked with 13,319 individuals from 1st April 2017-31st March 2019. ○ 3,874 of 4,317 (90%) participants worked with reported improved emotional / mental well-being over the two year period | |
| <p>Increase the number of eligible working families accessing the free Childcare Offer</p> | <ul style="list-style-type: none"> ○ During the second year of implementation the Childcare Offer team has increased the number of applications from 429 by the end of March 2018 to 1486 by the end of March 2019. This is a total of 1057 new applications during 2018-19 from eligible working families. ○ The funded placements increased from 550 placements April to August 2018 to 1190 funded placements September 2018 to March 2019 reducing the cost of childcare to eligible working families. ○ The majority of applications are from main parents earning less than £26,000 per year. ○ The collaborative working across stakeholders in the childcare sector, umbrella organisations, 21st century schools, schools and governing bodies and early year’s team has enabled successful funding bids for capital development of childcare provision across the borough by 2021 totalling £5.1million investment. | <p>2017-2021</p> |
| <p>2. Raise standards of attainment</p> | | |
| <p>Reduce variation between schools so that all schools make improvements</p> | <ul style="list-style-type: none"> ○ 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. ○ Overall, performance at the end of Key Stage 2 is good. Performance at the expected +1 in English, | <p>2017 - 2023</p> |

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|---|--|-----------|
| | <p>Welsh 1st Language and mathematics remains above the national average.</p> <ul style="list-style-type: none"> ○ 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. ○ 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. ○ The number of red and amber primary, infant and junior schools has decreased. ○ Mentor support in secondary schools to date has been successful in challenging and supporting leadership through effective mentoring and coaching, in order to drive improvement in teaching and learning. ○ Intervention Planning Meetings (IPMs) and Education Improvement Board (EIB) meetings have been implemented in all amber schools across the LA strengthening the monitoring of progress of underperforming schools <p>Actions to improve:</p> <ul style="list-style-type: none"> ○ Further support School Development Planning and School Self Evaluation Processes which are not always accurate and robust, particularly in the secondary phase. ○ 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. ○ 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. | |
| Reduce the rate of fixed term exclusions particularly at targeted primary and secondary schools | <p>Exclusion progress update</p> <ul style="list-style-type: none"> ○ Ongoing: The numbers of fixed term exclusions and days lost are showing reductions in targeted schools <p>Attendance progress update</p> <ul style="list-style-type: none"> ○ Published core data sets indicate secondary attendance of 93.4% for 2017-18. This is an increase of 0.1% on the previous year. It is however below the target of 94.2% ○ Published core data sets indicate primary attendance of 94.5% for 2017-18. This is a decrease of 0.1% on the previous year and is however below the target of 95.1% ○ An improvement demonstrated in 7 of the 12 secondary schools in their overall attendance in | 2018-2023 |

APPENDIX 1

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|---|--|------------------|
| | <p>comparison to the same period in 2017/18. Overall Secondary Schools have shown a 0.6% increase in attendance in comparison to the same period in 2017/2018.</p> <ul style="list-style-type: none"> ○ An improvement demonstrated in 36 of the 73 primary schools in their overall attendance in comparison to the same period in 2017/18. 50% of primaries were above the median. ○ Both primary and secondary schools improved in the Local Authority rankings. Secondary improved from 21st in 2016-7 to 18th in 2017-18. Primary improved from 17th in 2016-17 – 14th in 2017-18. ○ An improvement demonstrated in both secondary schools identified for targeted support (St Martins Comprehensive School increase of 0.8% & Idris Davies 3-18 Comprehensive School increase of 2.7% in comparison to the same time period in 2017/2018. | |
| <p>Further develop the STRIVE (System, Tracking, Reporting, Identifying, Vulnerability Education) to include data on young people who are currently Not in Education Training and Employment (NEET)</p> | <ul style="list-style-type: none"> ○ The Principal Information Officer has been recently appointed to the LA. ○ Initial work has focused on identifying anomalies in data between Strive and other systems/processes. ○ There are further actions identified with the change in officer/s as well as the increased use of STRIVE across the directorate focussing on evidencing outcomes in an integrated, collaborative, long term strategic approach to planning effective delivery. <p>Actions to improve:</p> <ul style="list-style-type: none"> ○ Improve collection, tracking and monitoring of data with reference to vulnerable pupils. Make effective use of the data to improve performance of vulnerable pupils. ○ Develop data monitoring process to secure quality, timely and relevant information ○ Develop self-evaluation processes to make effective and accurate evaluations of the progress of vulnerable groups. ○ Further improve robust process taking account of a range of data to measure secondary school performance (including revised performance measures) ○ Develop processes related to EOTAS | <p>2018-2023</p> |
| <p>3: Reduce impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity</p> | | |
| <p>More effectively track progress of vulnerable groups and monitor impact of interventions on outcomes.</p> | <ul style="list-style-type: none"> ○ The system to report on progress of vulnerable groups has been developed. ○ Action for improvement – Improve collection, tracking and monitoring of data with reference to vulnerable pupils. Make effective use of the data to improve performance of vulnerable pupils. | <p>Complete</p> |
| <p>Develop the role of person</p> | <ul style="list-style-type: none"> ○ The role of Person Centred Planning (PCP) champions has been developed across clusters of schools and person centred practice is being embedded in school. This development work is now completed | <p>Complete</p> |

APPENDIX 1

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|--|---|---------------------|
| centred practice (PCP) champion and embed person centred practice in targeted schools. | <ul style="list-style-type: none"> ○ School are completing an ALN readiness survey in order to evaluate their progress against the requirements of the Act. ○ The work to date will ensure that schools will be ready to implement the ALN Act. Staff continue to support schools in their preparation and in the transition to the new ALN requirements, ensuring that all children with additional needs are appropriately supported. | |
| Increase engagement and support for young people who are at risk of or are currently NEET | <ul style="list-style-type: none"> ○ 500 people visited the Live Vacancy Event on 21/6/18 and a further event took place on 7/3/18 to coincide with National Apprenticeship week. 500 people attended again with a positive increase in engagement with employers and training providers. | 2016-2019 |
| Reconfigure the core Youth Service to ensure that young people with the most need are supported to achieve, whether by formal or non-formal means. | <ul style="list-style-type: none"> ○ During 2018-19 the proposed hub model was developed in detail to enable approval from members to implement the pilot ○ The pilot is in the early stages of implementation and will be evaluated. The findings of the pilot will be taken back to members for future decisions regarding Youth Service delivery models | Aug 2018- Sept 2020 |
| 04: Support those who are not able to follow a traditional attainment path | | |
| Improve the consistency of what is delivered for all (Education other than at school) learners with providers currently on the EOTAS Framework. | <ul style="list-style-type: none"> ○ A review of curriculum delivery for EOTAS has been undertaken and outcomes will be used to shape delivery going forward. ○ The review of additional support, and EOTAS is ongoing: an updated scheme of work and platform for accessing tuition is being developed for pilot in the Autumn term. ○ External providers now registered with Estyn providing further scrutiny | 2018 - 2020 |
| Develop the transition plan in relation to Team Teach with schools arranging their own training. | <ul style="list-style-type: none"> ○ All schools are now responsible for arranging their own training in relation to team teach. ○ The LA maintains a database of training received to ensure an overview for reporting. ○ This step is now complete. | Complete |
| Work with Local Authorities involved in the Flexibilities Funding pilots in preparation for implementation from April 2019 to maximise the | <ul style="list-style-type: none"> ○ The programme collaboration group has developed in to a wider Funding Flexibility group led by Steve Harris. ○ The joint delivery plan and additional supplementary detailed plans for Employability, Flying Start and Families First were written collaboratively and submitted to meet the 2 week deadline ensuring successful continuation of grant funding in 2019-20 | April 2018-2021 |

APPENDIX 1

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|--|--|---------------------|
| reach of grant funded programmes for vulnerable families. | <ul style="list-style-type: none"> o Regional and national meetings for sharing practice have been attended and information fed back to the funding flexibility group. o Although in its infancy there is already significant collaboration across the grant funding streams to maximise reach for families including joint commissioning, jointly funded posts, JAFF and the single referral point in the Information Advice and Assistance team enabling timely support for families. | |
| Review Additional Learning Needs (ALN) in mainstream Schools including Additional Support and Community Tuition, and Education Other than at School settings | <ul style="list-style-type: none"> o A review of curriculum delivery for EOTAS has been undertaken and outcomes will be used to shape delivery going forward with growth secured. o The review of additional support, and EOTAS is ongoing. o There has been a collaborative approach to developing potential future delivery with a range of key stakeholders as members across task groups o Review of community tuition underway with a view to pilot of new model in Autumn term o Review of staffing and funding of SRB's nearing completion | Jan 2017- Sept 2020 |
| 5: Support learning that enables young and adult employment opportunities | | |
| <p>23946</p> <p>Deliver Adult Community Learning and European Social Fund operations to improve the level of skills and provide opportunities to gain qualifications (formal and non-formal) and move people towards employment.</p> | <ul style="list-style-type: none"> o The 3 ESF employability projects have been extended until the end of 2022. o Bridges into Work 2 has supported 406 participants to improve their employability skills, 231 have gained qualifications, 73 have completed voluntary placements and 73 have gained employment. o Working Skills for Adults 2 has supported 345 participants and 224 have gained qualifications. | 2018-2022 |
| Continue the 'Inspire to Work' programmes, support for those aged 16-24 who are not in education, employment or training and have no means of engaging with education, employment or training. The Project is currently approved. | <ul style="list-style-type: none"> o Inspire 2 Work has also been extended to 2022. The project has supported 160 NEET young people, 95 have gained qualifications, 40 have gained employment and 9 have progressed to further learning opportunities. | 2018-2022 |

APPENDIX 1

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|---|---|-------------------|
| Expand the Progress Traineeship Scheme which targets care leavers age 16 to 18 to provide young person with an excellent programme of work experience to develop and gain a meaningful qualification in collaboration with Social Services. | <ul style="list-style-type: none"> ○ Llamau’s Moving Forward project which is targeted at 18 to 24 year olds, has been incorporated into our Progress Scheme which is for 16 to 18 year olds. Since April 2018, 4 young people have engaged with the scheme. | 2017/2018 |
| The CCRCDD will support the allocation of development funding to pilot a ‘Skills For The Future’ project to test out the concept and develop a business case. | | 2018/2019 |
| 6: Improve digital skills for all ages | | |
| Introduction of literacy, numeracy and digital competence expected of all teachers and pupils. Caerphilly schools are working with Welsh Government to become centres of excellence in sharing good practice in digital competency | <ul style="list-style-type: none"> ○ In 2018/19 the EAS appointed 6 Caerphilly learning network schools to lead on the development of ICT and Digital Competence across the region. ○ Estyn Inspections indicate good provision for ICT across Caerphilly Schools. Only one inspection report in recent months has identified ICT ○ Recently re-established ICT Digital Skills Team consisting of LA, EAS and Schools representation had revisited terms of reference, membership and revised strategy. <p>Actions for improvement:</p> <ul style="list-style-type: none"> ○ Identify performance measures/success criteria in light of curriculum changes ○ Consider softer measures to identify the effectiveness of service delivery ○ Implementation of single plan to ensure that delivery of service by all partners is comprehensive and avoids duplication ○ Improve communication to schools re revised digital strategy. | Sept 2017 onwards |
| Develop support for Adult Education to deliver digital literacy skills, supporting the three employability programs. | <ul style="list-style-type: none"> ○ Adult Community Education provides a range of Digital Literacy courses throughout the borough in community venues and accepts referrals from individuals and organisations, including the three employability programmes. We can also provide separate digital literacy courses on request. | 2017-2022 |

APPENDIX 1

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|---|--|-----------|
| Support the development of Cardiff Capital Region City Deal Digital Strategy | | 2018-2023 |
| 7. Improve the learning environment | | |
| Agree the 21st Century schools Band B programme which is planned to run from 2019. | <ul style="list-style-type: none"> ○ The Authority is developing and implementing a project plan for the effective delivery of the Welsh Government 21st Century School and Education Band B proposals. It is anticipated that the submission of the first business cases will quickly follow the commencement of the WG programme of April 2019. | 2019-2020 |
| Ensure robust procedures are in place to ensure timely submission of Business Cases to Welsh Government. | <ul style="list-style-type: none"> ○ Business Cases are being developed currently to implement to deliver the proposals identified within the project plan. | 2019-2020 |
| Ensure all requirements of the School Organisations Code are met when implementing the programme. | <ul style="list-style-type: none"> ○ Timescales and plans are being established to ensure the requirements of the School Organisation Code are met. | 2019-2023 |
| Effectively manage the procurement and planning of projects to ensure value for money and best use of resources | <ul style="list-style-type: none"> ○ All Band A schemes were completed to agreed requirements, on time and within budget. | 2019-2023 |
| Effectively manage our Capital resources to ensure it is targeted at areas of most need. | <ul style="list-style-type: none"> ○ There has been collaborative working with colleagues from Health and Safety and Property Services to ensure our Capital resources are addressing the identified areas of need. | 2019-2023 |
| Ensure the right schools are in the right places to meet current and future demand. | <ul style="list-style-type: none"> ○ This is consistently applied to all projects. | 2019-2023 |
| 8: Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable | | |
| Develop a Well-being Strategy and a model policy for schools | <ul style="list-style-type: none"> ○ The LA has developed a range of intervention regarding building capacity and is working with EAS and regional partners to develop broader strategies focusing on well-being in order to develop the LA strategy for supporting well-being, developing capacity and implementation of interventions to support vulnerable children. | Complete |

| Outcome | Progress 2018/19 (Completed? Ongoing? Behind?) | Dates |
|--|---|------------------|
| | <ul style="list-style-type: none"> o Education Psychology Service (EPS) represents Caerphilly at EAS regional well-being steering group. o 70% Caerphilly schools have received ACEs awareness training. A number of cluster leads have completed train the trainer for module 2 of the ACEs strategy via the ACE Hub. EPS working with partners to develop model of training available to schools who want to become “relationship or attachment aware” o EPS are contributing towards the Gwent Attachment Service (GAS) steering group and the Gwent attachment special interest group to co-develop a conference aimed at practitioners in South Wales and to work with pilot schools within Caerphilly to become attachment aware schools. e.g Glyngaer primary school. o Workshops have been delivered to schools on Understanding attachment and supporting pupils to build positive relationships at school: Understanding Anxiety, Responding to Anxiety Based School refusal and supporting students at risk of Suicide or who are self-harming. These will be evaluated in terms of impact summer term 2019. Workshop evaluation sheets updated and timings changes to improve accessibility o WARRN system was presented at pastoral leads and assessments are routinely shared with schools and EPS responding to requests for support from schools in relation to these. o Roots of empathy is running in 13 schools with initial reports from schools suggesting it is having a positive impact on pupils’ social development. o THRIVE training for working with adolescents was provided to 2 LA staff. o Links to Caerphilly MIST for LAC pupils who have experienced significant trauma continued. | |
| <p>Develop a sustainable delivery system of sufficient safeguarding training for all staff to create safety for all learners</p> | <ul style="list-style-type: none"> o The LA has proposed a sustainable delivery model for safeguarding training which will start in 2019. | <p>2018-2022</p> |

APPENDIX 1

| Performance Against Adopted Tracking Measures | Outcome | 17/18 Actual AY 16/17 | 17/18 Target | Actual 18/19 AY 17/18 | Comment |
|---|---------|-----------------------|--------------|-----------------------|---|
| Cumulative number of children accessing the Flying Start programme annually is above the cap number of 2483 | 1 | 2,524 | 2,483 | 2,769 | 2870 individual children in term 1 (2509 aged 0-3 plus 361 aged over 4) decreasing to 2769 individual children in term 3 (2435 aged 0-3 plus 334 aged over 4) |
| Increased number of eligible working parents accessing the Childcare Offer funded places | 1 | 467 | 355 | 1,486 | Applications from eligible parents |
| Number of individual families benefitting from the Families First Programme | 1 | 6,574 | N/A | 6,745 | Number reflects individuals not individual families required by WG data |
| Number of participants who report improved emotional/mental Well-being (following the programme they participated in) | 1,4 | 1,683 | N/A | 2,191 | |
| % of participants who report improved emotional/mental Well-being (following the programme they participated in) | 1,5 | 87 | N/A | 92 | |
| % of year 11 pupils achieving Level 2 including Maths and English | 2 | 49.90 | 56.00 | 46.90 | Changing picture of measures at KS4 makes progress difficult to measure. |
| % of year 11 pupils achieving Level 1 threshold | 2 | 94.00 | 93.20 | 92.10 | Changing picture of measures at KS4 makes progress difficult to measure. |
| % of Primary School Attendance | 2 | 94.70 | 95.30 | 94.50 | Follows a national trend although compares favourably against other LAs. |
| % of Secondary School Attendance | 2 | 93.30 | 94.00 | 93.40 | Follows a national trend although compares favourably against other LAs. |
| % of Fixed Term Exclusions per 1000 pupils at Primary Schools | 2 | 0.01 | Metric | 8.81 | *Should be number per thousand |
| % of Fixed Term Exclusions per 1000 pupils at Secondary Schools | 2 | 1.99 | Metric | 52.24 | *Should be number per thousand |
| % of Primary school surplus places * | 7 | 10 | 13 | 11.8 | |
| % of Secondary school surplus places * | 7 | 17 | 21 | 20 | (including 6 th form) |
| % of Year 11 leavers from schools known to be not in education, employment or training (NEET) * | 4,5 | 2.60 | 1.50 | | Welsh Government publish result on 22 nd May. The figure is expected to |

APPENDIX 1

| Performance Against Adopted Tracking Measures | Outcome | 17/18 Actual AY 16/17 | 17/18 Target | Actual 18/19 AY 17/18 | Comment |
|---|---------|-----------------------|--------------|-----------------------|--|
| | | | | | be very positive. |
| % of pupils achieving the expected outcome at the end of the Foundation Phase | 4,5,8 | 88.90 | 89.20 | 86.70 | |
| % of pupils achieving the expected outcomes at the end of key stage 2 | 2 | 90.10 | 90.40 | 89.62 | |
| % of pupils achieving the expected outcomes at the end of key stage 3 | 2 | 84.10 | 86.10 | 87.80 | |
| Number of care leavers (16-18) engaged in the Progress Traineeship Scheme increases | 3,5 | | | 4 | |
| Number of young people engaged in the Live Vacancy Events (2 per year) | 5 | 1,800 | | 1,000 | However, more employers and training providers are engaging. Times to be changed this year to attract more people. |
| Meet or exceed employability targets (as given for the BIW and Inspire programme) | 5 | | | 911 | Detailed explanations of breakdown are contained within the main report |
| The roll out of digital competency framework within our schools | 6 | | | | |

Gadewir y dudalen hon yn wag yn fwiadol



EDUCATION SCRUTINY COMMITTEE – 21ST MAY 2019

SUBJECT: YOUTH FORUM – UPDATE ON PREVIOUS PRIORITIES

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

-
- 1.1 The attached report had been presented to the Education for Life Scrutiny Committee on the 2nd April 2019. The Senior Youth Service Manager introduced the report in the absence of the young people who were due to present as they had attended a friend's funeral earlier in the day and had extended their disappointed at being unable to deliver their presentation. The report informed Members of issues raised by Children and Young People via the Youth Service's Junior and Youth Forums.
 - 1.2 A Member queried why feedback is not received in respect of the previous priorities presented to and supported by the Scrutiny Committee. It was suggested that the Youth Forum be invited to attend the next meeting scheduled on the 21st May 2019 to provide an update on the priority issues and this was agreed by the Scrutiny Committee.

Author: A. Dredge, Committee Services Officer, Ext. 3100.

Appendices:
Appendix 1 Report to the Education for Life Scrutiny Committee – 2nd April 2019

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 2ND APRIL 2019

SUBJECT: JUNIOR & YOUTH FORUM PRIORITIES

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To inform Members of issues raised by Children & Young People via the Youth Service's Junior and Youth Forums. The report is seeking the views of Members prior to its presentation to Cabinet.

2. SUMMARY

- 2.1 Following the Youth Forum Conference in January 2019 and the Junior Forum meeting in November 2018, Children & Young People have identified issues important to them and have voted on Priority Issues for 2019.
- 2.2 The previously agreed process that follows the identification of issues has been as follows:
- Presentation of issues to SMT for information.
 - Young People present Junior Forum issues to Cabinet for information only and to request support in addressing the Youth Forum priority.
 - Young People to present issues to relevant scrutiny groups for information.
 - Young People to present issues to the Public Services Board (PSB) for information.
 - Issues are presented directly by Young People.
 - Young People form a Project Group that meets weekly to address the Youth Forum priority issue, working directly with Officers and Members as appropriate on a range of initiatives intended to have a positive impact on the issue. This work continues until December 2019, with the process re-starting in January.

3. RECOMMENDATIONS

- 3.1 That the Education Scrutiny Committee supports the presentation of Junior & Youth Forum issues to Cabinet.
- 3.2 That Education Scrutiny Committee considers how to support the Youth Forum in addressing their Priority Issue of Mental Health.
- 3.3 That Education Scrutiny Committee considers how to support the Junior Forum in addressing their Priority Issue of raising awareness of drug & alcohol support.
- 3.4 Education Scrutiny Committee to have due regard to issues raised within this report by Children and Young People when making decisions which impact upon their lives.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure Members are informed of priorities identified by children and young people.

5. THE REPORT

5.1 Introduction

- 5.1.1 The Junior & Youth Fora are structured and organised around five themes: Prosperous Caerphilly; Safer Caerphilly; Learning Caerphilly; Healthier Caerphilly; Greener Caerphilly, enabling children and young people to have a voice on issues that affect them. Junior Forum Representatives are aged 7-11 years; Youth Forum Representatives are aged 11-25 years.

- 5.1.2 At the Annual Youth Forum Conference Young People are provided with the opportunity to explore issues previously raised via borough wide consultation. Young people attending the conference present their views on each of the themes and engage in a dialogue with relevant Officers and Cabinet members. From exploring all themes within the context of young people's lives, young people identify and agree on a priority issue for each theme.

Following the Conference, an overall priority is voted for by Young People representing the Youth Service, Schools and Youth Support Services. The issues, as voted for by 2656 young people in a post conference consultation for 2019 are:

5.2 39% Healthier Caerphilly – **Overall Priority Issue**

Mental Health – Services should be improved with young peoples help. Young people should have mental health first aid education.

27% Safer Caerphilly

Knife Crime – Stop the knife crime epidemic

21% Prosperous Caerphilly

Tackling Homelessness – Every person should have a place to live and the opportunity to live comfortably. There needs to be more affordable housing.

9% Learning Caerphilly

Put an end to Period Poverty – Sanitary Products are an essential item. CCBC should make them free and accessible for all young people who need them whilst accessing schools and youth services.

4% Greener Caerphilly

Adventurous Outdoor Play - Provide safe adventurous play areas suitable for young people to encourage them to use local outdoor spaces.

- 5.3 The Junior Forum representatives identified a priority within each Forum theme, raised via consultation and then voted for as the overall priority. The issues voted for by 110 children are:

Junior Forum Issues:

41% Healthier Caerphilly – **Overall Priority Issue**

More awareness of support for drugs and alcohol

25% Learning Caerphilly

More support for children with Additional learning needs

19% Prosperous Caerphilly

More homeless shelters and opportunities for homeless people

11 % Safer Caerphilly
Speeding cars in communities are dangerous

4% Greener Caerphilly
Community litter picks

- 5.4 The Youth Forum will attend Education Scrutiny Committee on 2nd April 2019. To present on the issues and outline the plans to address the Priority Issue, and wish to proceed with attendance at Cabinet to seek support in addressing the priority issue.

6. ASSUMPTIONS

- 6.1 No related assumptions have been felt to be necessary in relation to this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 Youth Service Plan 2018-2021.
- 7.2 Education Service Improvement Plan 2019.
- 7.3 Statutory duties for the participation of children and young people under the children and families measure, Wales 2010.
- 7.4 Public Services Board Delivery Plan Enabler: E2 – Communications and Engagement.
- 7.5 Caerphilly County Borough Council Corporate Plan priority – The Well-being Objective “Improve Education opportunities for all”.

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 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 by working with children and young people (and supporting other service providers to work with children and young people) to impact on decision making for short term and long term needs. By listening to the voices of children and young people, service providers are better able to respond to needs, better able to identify and understand problems as experienced by our citizens and thus better able to shape services in the future in a more effective responsive way.
- 8.2 Involving children and young people in decision making at all levels fosters a culture of expectation and responsibility, strengthened by increasing their knowledge and understanding in Children’s Rights.

9. EQUALITIES IMPLICATIONS

- 9.1 This report is for information purposes only, so the council’s full Equalities Impact Assessment process does not need to be applied.
- 9.2 The participative activity that has taken place has benefitted many different groups in the community with many children and young people having been recipients of engagement activity, rights-based education and informed service delivery.

10. FINANCIAL IMPLICATIONS

10.1 There are no financial implications with respect to this report.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications with respect to this report.

12. CONSULTATIONS

12.1 All responses from the consultations have been incorporated in the report.

13. STATUTORY POWER

13.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

Author: Clare Jones, Youth Forum Coordinator
Email: jonescl1@caerphilly.gov.uk

Consultees: Directorate Senior Management Team
Richard Edmunds, Corporate Director, Education and Corporate Services
Christina Harrhy, Interim Chief Executive
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Derek Havard, Chair Education for Life Scrutiny Commit
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee
Lynne Donovan, Head of People Services
Jane Southcombe, Financial Services Manager
Rob Tranter, Head of Legal Services and Monitoring Officer
Nicole Scammell, Head of Corporate Finance and Section 151 Officer
Dave Street, Corporate Director, Social Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Ros Roberts, Performance Manager
Emma Townsend, Health & Safety Manager.