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Date: 18th February 2020

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Monday, 24th February, 2020** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and a simultaneous translation will be provided if requested.

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

Yours faithfully,

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

Christina Harrhy
INTERIM CHIEF EXECUTIVE

AGENDA

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

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



To approve and sign the following minutes: -

3	Education Scrutiny Committee held on the 5th November 2019.	1 - 8
4	Special Education Scrutiny Committee held on the 9th December 2019.	9 - 12
5	Education Scrutiny Committee held on the 13th January 2020.	13 - 16
6	Consideration of any matter referred to this Committee in accordance with the call-in procedure.	
7	Education Scrutiny Committee Forward Work Programme.	17 - 26

To receive and consider the following Scrutiny reports: -

8	Education Achievement Service (EAS) Business Plan (2020-2021) and Local Authority Annex 2020-2021.	27 - 72
9	Schools Capital Programme 2020/21.	73 - 80
10	Education Other Than at School (EOTAS) Strategy.	81 - 108
11	Wales Audit Office Report of the Flying Start Programme.	109 - 158

Circulation:

Councillors C. Andrews (Vice Chair), 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 (Chair), J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting

Co-opted Members:

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

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

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

Caerphilly Governors Association (without voting rights) Mr D Davies

And Appropriate Officers

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EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 5TH NOVEMBER 2019 AT 5.30PM.

PRESENT:

Councillor C. Andrews – Vice Chair (Presiding)

Councillors:

A. Collis, S. Cook, W. David, A. Farina-Childs, D. Hardacre, M. James, J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting.

P. Marsden – Cabinet Member for Education and Achievement

Together with:

R. Edmunds (Corporate Director – Education and Corporate Services), K. Cole (Chief Education Officer), S. Richards (Head of Education, Planning and Strategy), P. Warren (Strategic Lead for School Improvement), S. Evans (Healthy Schools Practitioner), P. O’Neil (Senior Youth Service Manager), M. Jacques (Scrutiny Officer) and C. Evans (Committee Services Officer)

Also Present:

Co-opted Members: Mr M. Barry (Parent Governor), Mr D. Davies (Caerphilly Governors Association) and Mr R. Morgan (Parent Governor).

E. Pryce (Education Achievement Service) and R. Simms (Education Achievement Service).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P. J. Bevan, D. Havard, B. Mrs G. Oliver and Mrs T. Parry and Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs J. Havard (NEU) and Mrs P. Ireland (NEU).

2. DECLARATIONS OF INTEREST

The following Councillors declared personal interests in the following items:

Councillor C. Andrews in Item 8 (Regional Schools Causing Concern Protocol and Risk Register) as the Vice Chair of Governors at Heolddu Comprehensive.

Councillor R. Saralis in Item 8 (Regional Schools Causing Concern Protocol and Risk Register) as a Local Authority Governor at Islwyn High School.

Councillor A. Farina-Childs in Item 8 (Regional Schools Causing Concern Protocol and Risk Register) as Chair of Governors at Blackwood Comprehensive School.

As these were personal and not prejudicial interests, Members were not required to leave the meeting, and could take part in the debate and vote.

3. MINUTES – 24TH SEPTEMBER 2019

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on Tuesday the 24th September 2019 (minute nos. 1- 10) be approved as a correct record and signed by the Chair.

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

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

5. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Scrutiny Officer presented the report which outlined the draft Education Scrutiny Committee Forward Work Programme from November 2019 to May 2020.

The Committee were asked to note that since the publishing of the report, it has been requested that a report on School Balances be added to the Forward Work Programme for 13th January 2020 and a Wales Audit Office Flying Start Report be added to the Forward Work Programme on 24th February 2020.

Members discussed the Forward Work Programme and noted in respect of an update on Shared Ambitions and Key Stage 4 and 5 Performance, it was suggested that these items be taken as one report on 13th January 2020.

Following consideration, it was moved and seconded that the recommendation in the report and the changes proposed by the Officer be approved.

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

REPORTS OF OFFICERS

Consideration was given to the following reports.

6. YOUTH SERVICE PILOT PROJECT DELIVERY – DEMONSTRATION OF PREFERRED YOUTH WORK MODEL

The report provided Members with an update on the Youth Service's delivery of a pilot model of youth work methodology, which began in November 2018, and sought the views of Members with regard to the findings of this delivery to date.

It was noted that in 2018, the Youth Service, as part of its ongoing review process, had provided a preferred model of universal youth work delivery based on the adoption of a three cluster model structure, including revisions to its portfolio of youth clubs and profile of its part time youth worker employment.

The Youth Service subsequently began the delivery of a limited (in terms of time and area covered) pilot project in order to exemplify the advantages to young people that a more wholesale adoption of a revised youth work model would result in.

Starting in November 2018, the pilot project continues at present – based on positive results to date, its originally proposed period of delivery, until September 2019, has been extended until Christmas 2019 and a further extension (to gather further evidence) may be sought for up until March 31st for the same purpose. The additional cost of extending until March 31st is estimated at £15,000.

The pilot project is based in Crosskeys Youth Centre, the 'hub' youth facility in the Caerphilly East area.

It was noted that the project's aim and activities are consistent with the professional direction contained within the new national Youth Strategy for Wales for young people to.....'have access to opportunities that enhance informal learning and support engagement with social, non-formal and more structured learning experiences....through these, they will build healthy relationships, avoid isolation and loneliness, develop social and emotional capabilities, autonomy, self control, confidence and resilience'.

The Scrutiny Committee invited the Officer to provide additional information and it was noted that some of the successful outcomes of the pilot project include the attendance of young people from areas not previously reached; increased pupil engagement at Risca Comprehensive; opportunities for Accreditation have been put in place and the ability to reach young people with emerging needs have been engaged that would otherwise not have received support.

The Scrutiny Committee were presented with a video case study, which included interviews with young people involved in the pilot project, expressing their views and the impact the project has had on them. The Scrutiny Committee were pleased to note the positive comments expressed within the video.

The Committee thanked the Officer for the detailed report and video presentation and discussion ensued.

A Member sought clarification on the targeted age range of the scheme as well as the whole service. Officers explained that the Youth Service, including the Pilot project is aimed at young people aged between 11 and 25. Further information was also sought on the work undertaken across the service with vulnerable post 16. Officers explained that there are specialists working within the service with the aim to target these individuals and provide the necessary support, and in addition, there is a Post 16 team in place to support young people leaving the care environment and provide assistance with further education, housing, employment and general living support.

In noting the successful outcomes at 5.8 of the report, a Committee Member sought further information around the list of agencies at 5.8.6. Officers explained that this list outlines a number of the agencies in the Youth Service and Local to Crosskeys in which have developed enhanced relationships with the service and it was noted that that was not a complete list across the whole service, only specific to this particular pilot project. Members were also keen to note that the pilot has afforded the opportunity to develop better working relationships with schools, enhancing the support provision for young people not just in the pilot scheme, but across the borough.

A Member requested additional information in relation to the statistics and comparative data across the borough. Officers agreed to include this and further comparative data in future reports.

Discussions took place around the additional staffing undertaken to support the project. Officers explained that 2 additional staff members were employed for the purpose of the pilot and in addition, staff with specific skills were utilised from other schemes in order to appropriately staff the pilot scheme and apply a more holistic approach.

The Scrutiny Committee were pleased to note the developments as a result of the project and queried whether there are plans to roll the scheme out across the borough. Officers explained that the scheme is still under development and review, and further works are to be undertaken until the end of the pilot to determine its effectiveness and whether it would be worthwhile to roll out the scheme. This would also be subject to further decisions by Members and funding streams.

Discussions took place around Safeguarding and the use of Welsh language within this and other youth projects. It was noted that as a result of the changing nature of youth work, many staff members have undertaken additional training in Mental Health Awareness and Safeguarding and Caerphilly are leading the way in relation to Adverse Childhood Experiences (ACEs). The Committee also noted that extensive work has been undertaken to provide Welsh Language support within all youth settings, however, this has proved difficult, even with support from external agencies. Members were assured that work continues both within the Youth Service and with partner agencies to provide a bilingual service.

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

RESOLVED that for the reasons contained in the Officers Report, the Education Scrutiny Committee note the report.

7. PERIOD DIGNITY UPDATE

The report provided the Scrutiny Committee with an update on progress against the period dignity action plan.

The report provided the Committee with the way the period dignity working party used the £13,206 Welsh Government 2018/19 revenue grant to provide free period products to young women across the borough. Priorities identified in the Service Improvement Plan are also referenced in the report. The final section made reference to recent Healthy Schools National Quality Award accreditations.

The Cabinet Member highlighted that in July 2018 the title of the working party – ‘Period Poverty’ was replaced by ‘Period Dignity’ to reduce the stigma of poverty and it was noted that all secondary age pupils were invited to design a Caerphilly period dignity logo and the winning entry was made into a sticker and attached to every distributed red box.

The Committee noted that Community Regeneration sourced a Legacy grant and employed a professional film maker from Cardiff to create two short period dignity information films using pupils from Lewis Girls School and St Cenydd Comprehensive. The bi-lingual films were premiered on 20th June at Ty Penallta. The interim Chief Executive and Leader of the Council attended. At the event, Cllr Philippa Marsden (Cabinet Member for Education and Achievement) made a commitment to spend the 2019/20 grant on environmentally friendly, sustainable and reusable products – the first Local Authority in Wales and the UK to do this.

The Cabinet Member provided the Committee with information around the work undertaken to provide environmentally friendly and reusable products. It was noted that work with an environmental campaigner has been undertaken to support year 9 pupils to better understand reusable products such as moon cups and the impact of plastics in current products.

It was noted that neighbouring Local Authorities and the BBC have used the Caerphilly model to demonstrate best practice; and the EAS included the Healthy Schools period work in their recently created Relationship and Sexuality Education Toolkit for schools.

The period dignity working party utilised the Welsh Government revenue grant by 31st March 2019 and provided settings with a total of 134 boxes of sanitary products. The full £13,206 was spent on products. In addition, the group developed a Caerphilly period dignity loo and two short information films to address issues of poverty and dignity.

The Scrutiny Committee thanked the Officer and Cabinet Member for the report and discussion ensued.

In noting 5.1.4 of the report and the prudent use of resources which ensured that EOTAS provisions, youth centres, community centres and libraries were provided with products, it was queried whether additional establishments such as YMCA's could also receive products. Officers explained that there are specific terms and conditions of the grant, which has limited the establishments in which products can be made available, however strong links have been developed with schools, colleges, libraries and community centres and additional establishments will be considered should there be scope in the future.

Members discussed the grant allocation and raised concerns that the current grant allocation would not be sufficient to maintain the service going forward, and queried whether match funding could be considered in order to make the service sustainable. Officers explained that there has been a significant increase in the funding secured for 2020/21 of circa £150,000, however, should Members wish to look at additional funding options, this could be considered, subject to budget availability.

A Member queried whether the original Notice of Motion had resulted in this becoming a Policy. After much discussion, it was agreed that the wording of the original Notice of Motion be reviewed.

Finally, the Scrutiny Committee requested that the videos be made available to the Committee. Officers explained that these are now available again online, since the launch of the scheme.

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

RESOLVED that for the reasons contained in the Officers Report the Education Scrutiny Committee note contents of the report.

8. REGIONAL SCHOOLS CAUSING CONCERNS PROTOCOL AND RISK REGISTER

Councillor C. Andrews declared a personal interest in this item as the Vice Chair of Governors at Heolddu Comprehensive. Councillor R. Saralis declared a personal interest in this item as a Local Authority Governor at Islwyn High School. Councillor A. Farina-Childs declared a personal interest in this item as Chair of Governors at Blackwood Comprehensive School. As these were personal and not prejudicial interests, Members were not required to leave the meeting, and could take part in the debate and vote.

The report provided information to Members on the revised South East Wales Consortia (SEWC) Regional Schools Causing Concern Protocol and supporting Risk Register Process and provided an update on Caerphilly Schools currently on the Risk Register since January 2019.

The SEWC Schools Causing Concern Protocol and additional Schools Causing Concern – Operation Appendix for meetings (Appendix 1 of the report) form a part of and are aligned with the National model for School Improvement. The report provided both a summary of these processes for meetings in schools and the supporting Schools Causing Concern risk register. It also provided further information on the Caerphilly schools included on the register.

The Committee welcomed E. Pryce and B. Simms, EAS to the meeting and invited them to make any additional comments on the report.

The Committee were provided with a detailed summary of the report and the Caerphilly Schools on the Risk Register as of 3rd October 2019, along with a summary on progress, including whether there are any schools currently with a live LA Warning Notice, National Categorisation over 3 years or any Estyn Inspection follow-up status.

The Scrutiny Committee noted the schools that have been removed from the Risk Register and that the next meeting of the Schools Causing Concern – Risk Register group is to be held on 12th December 2019, in which progress will be reviewed against agreed LA and EAS actions to support the schools and agree future required actions. In addition, it was noted that schools will be added and removed from the risk register as appropriate.

The Scrutiny Committee thanked the Officers for the report and discussion ensued.

A Member raised a number of concerns for some schools which have been placed on the Risk Register and remained so for a long period of time and the level of interventions provided to support these schools. In addition, concerns were raised around attainment for pupils attending the schools placed on the register. Officers reassured Members that attainment has improved in the last academic year and results are in the higher quarter for the region. In addition, it was noted that there are a number of reasons for which a school can be placed on the Risk Register, including Estyn Inspection outcomes and where secondary schools have merged. It was however explained that a great deal of work is undertaken with these schools and support is provided through the Local Authority, Challenge Advisors and best practice sharing.

In noting 5.5 of the Officers report and the use of quantitative and qualitative evidence around school performance, concerns were raised around the changes to performance reporting and how schools causing concern can be identified without the use of numerical information. Officers explained that performance data will be collected as before, however this information will no longer be used to inform parent reports etc., but will be used by the schools, Local Authority and Governors to monitor school performance. Officers added that qualitative and numerical targets will be set as part of the School Development Plan, which will be made available to parents, and will provide additional performance information. The main aim of the change in data reporting is to provide a more clear focus on the progress of the pupils within the schools.

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

RESOLVED that for the reasons contained in the Officers report the Education Scrutiny Committee note the contents of the report.

The meeting closed at 7:25pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 24th February 2020 they were signed by the Chair.

CHAIR

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SPECIAL EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON MONDAY, 9TH DECEMBER 2019 AT 5.30PM.

PRESENT:

Councillor T. Parry - Chair
Councillor C. Andrews – Vice Chair

Councillors:

A. Collis, W. David, A. Farina-Childs, Mrs B. Miles, J.E. Roberts, J. Simmonds and R. Whiting.
P. Marsden – Leader and Cabinet Member for Education and Achievement

Together with:

R. Edmunds (Corporate Director – Education and Corporate Services), K. Cole (Chief Education Officer), S. Richards (Head of Education, Planning and Strategy), S. Harris (Interim Head of Business Improvement Services & Acting S151 Officer), P. O’Neil (Senior Youth Service Manager), J. Southcombe (Finance Manager), C. Forbes-Thompson (Scrutiny Manager) and C. Evans (Committee Services Officer)

Also Present:

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), J. Havard (NEU) and Mr R. Morgan (Parent Governor).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P. J. Bevan, D. Hardacre, D. Havard, M.P. James, Mrs G.D. Oliver, R. and Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), M. Barry (Parent Governor Representative) and P. Ireland (NEU).

2. DECLARATIONS OF INTEREST

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

3. DRAFT BUDGET PROPOSALS 2020/21

The Committee welcomed Mr S. Harris, Interim Head of Business Improvement Services & Acting S151 Officer, who provided the Committee with an overview of the 2020/21 Draft Budget proposals report, which was presented to Cabinet on the 13th November 2019, and

provided some context to the financial challenges that the Authority continues to face due to the ongoing programme of austerity.

It was noted that details of the Provisional Local Government Financial Settlement are normally announced by the Welsh Government in early October each year. However, due to a combination of the continuing uncertainty around Brexit, the delay in undertaking the UK Government spending review, and the forthcoming General Election; the announcement of the Provisional Local Government Financial Settlement for 2020/21 has been delayed.

The Officer explained that at the time of writing the Draft Budget Proposals Report it was anticipated that the Provisional Settlement would be announced on the 26th November 2019. However, it has since been confirmed by the Welsh Government that details of the Provisional Settlement will not now be released until 16th December 2019.

To ensure that sufficient time is allocated to consult on the Council's draft budget proposals for 2020/21, Cabinet has endorsed the draft budget and associated savings proposals in advance of the announcement of the Provisional Local Government Financial Settlement.

The draft budget proposals have been used as a start point on the Medium-Term Financial Plan presented to Council on the 21st February 2019. This showed a projected 2020/21 savings requirement of £15.658m based on information available at that time. The projected position for 2020/21 has since been reviewed and based on updated information, and a revised set of assumptions, has resulted in an updated projected savings requirement of £8.485m, which is a reduction of £7.173m on the position reported in February 2019. The main reasons for this significant reduction in the savings requirement are:

- An assumed cash flat position in respect of the core funding we receive from the Welsh Government.
- An assumption that cost pressures in respect of Teachers Pensions will be fully funded; and
- A proposed increase in Council Tax of 6.95%

It was noted that details of the proposed savings totalling £8.845m were provided in Appendix 2 of the Cabinet report. Members were assured that in order to limit the impact on frontline services wherever possible, the focus has been on delivering efficiencies and through doing things differently. However, it will not be possible to achieve a balanced budget without having to make some difficult decisions and regrettably the Draft Budget Proposals do include proposed service reductions and cuts totalling £3.708m.

Officers explained that in terms of the financial outlook for future years the Medium Term Financial Plan presented to Council in February 2019 showed a potential savings requirement of £44m for the four-year period 2020/21 to 2023/24. Considerable uncertainty remains surrounding the funding position moving forward. The UK Government has completed a spending review for 2020/21 only at this stage, so there is no indication of likely funding levels in the medium to long-term. With this in mind the MTFP has been updated based on current information and a revised set of assumptions, which results in an anticipated savings requirement of £27m for the four-year period 2021/22 to 2024/24. Further details for which were outlined in Appendix 3 of the Cabinet report.

The Scrutiny Committee thanked the Officer for the report and discussion ensued.

A Member, in noting the budgetary pressures being faced by services, commended the Education Directorate for the commencement of the second phase of 21st Century Schools Band B proposals.

A Member sought further information around the withdrawal of School Crossing patrol sites that no longer meet the national standards criteria, as outlined on page 18 of the report.

Officers explained that the item would be discussed at the Environment and Sustainability Scrutiny Committee tomorrow, but explained that service is being proposed to be withdrawn from sites where the standards are not being met and there have been long-term vacancies, however concerns will be fed back to the lead Officer prior to the meeting.

A further query was raised in relation to whether an evaluation has been undertaken for schools in which the service has been withdrawn. Officers were not able to provide the information at the meeting, but the information would be circulated following the meeting.

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

RESOLVED that the contents of the report be noted and comments of the Education Scrutiny Committee be included as part of the formal consultation process.

4. MEDIUM TERM FINANCIAL PLAN – SAVINGS PROPOSALS FOR 2020/21

The report provided Members of the Education Scrutiny Committee with details of the Directorates 2020/21 savings proposals required to support the Authority's Medium Term Financial Plan (MTFP).

The report provided details of savings proposals for 2020/21 relating to Education, Lifelong Learning and Schools only. Members noted that the draft proposals were presented to Cabinet on 13th November 2019, allowing for a period of consultation prior to a final decision by Council on 20th February 2020.

The Committee were referred to the Directorates savings proposals for 2020/21, which included schools, and totalled £2.716m which were summarised into themes; Being more efficient – providing a proposed saving of £0.471m, Doing Things Differently – providing a proposed saving of £0.112m and Service Reductions/Cuts – providing a proposed saving of £2.133m. Further detailed breakdowns were provided within the Officer report.

The Scrutiny Committee thanked the Officers for the report and discussion ensued.

A Member, in considering the Medium Term Financial plan Savings Proposal Template at Appendix 3 of the report sought further information on the Gunning Principles. Officers agreed to send further information to the Committee following the meeting.

Discussions took place around the Youth Service and in noting that a report was brought to the previous meeting to approve the continuation of the pilot scheme for the Youth Service, concerns were raised around the implications of the cuts and impact on the pilot model. Officer explained that the pilot will continue to run, as per discussions at the last meeting, however, it is important to come to a decision in respect of a way forward for the Youth Service as the current arrangements are not sustainable long term. Members were assured that a roll out of the pilot scheme across the borough is affordable, as is the continuation of the current practice, however, a decision will be required in due course as to the preferred format for the service as it is not sustainable to run the youth service and pilot scheme simultaneously long term.

The Committee discussed the proposal to apply a 2% funding cut to the Schools budget and clarification was sought on the implications to schools. It was noted that the 2% reduction would be applied to the overall £2,060k budget, prior to the application of the formula, which is based on school size and number of pupils etc., to determine the overall budget per school. Further discussions took place around budget allocations and implications to individual schools, which are already under pressure to maintain a balanced budget, but Officers assured Members that work has been underway with Head teachers over recent months to assist and support schools.

A Member raised concerns for the wellbeing of both teaching and non-teaching staff, with additional pressures due to reducing budgets and loss of staff. Officers explained that this is for the school to manage, however, there are a number of initiatives being adopted and shared across schools such as 4pm finish Fridays and Wellbeing days, to ensure that staff are supported and happy.

Concerns were raised around the reduction in posts within the Music Service, and the implications this will have on a valued service. Officers explained that whilst this is not a statutory service, it is a valued service and the Council are committed to continue to support the service where possible. With regards to the budget proposals for the service, the post reductions are as a result of retirement and Members were advised that there has been a reduction in demand for teaching of traditional musical instruments. This provides an opportunity to reconfigure the types of teaching on offer to meet the increasing demands upon the service for modern popular music.

In discussing the proposals around the Library Service, concerns were raised around safety and lone working across the proposed sites. Officers explained that this proposal had been trialled in other sites successfully and therefore was felt appropriate. Officers also added that consideration was given to opening times and site location for the proposal and Health and Safety assessments have been undertaken, as well as full site inspections and panic buttons have been fitted where necessary. Members were assured that the proposal has been considered in order to maintain the service and current opening times as much as possible.

Members discussed the proposed final settlement and it was suggested that should the Council receive any additional funding that the proposed 2% funding reduction for Schools, be either reduced or withdrawn in order to reduce the budget pressures.

Following consideration and discussion and subject to a recommendation being made to Cabinet and Council that should any additional funding be received that priority is given to the Schools budgets to reduce or remove the proposed 2% budget reduction. By a show of hands, this was unanimously agreed.

RECOMMENDED to Cabinet and Council that any additional Welsh Government Funding be allocated to the Education Directorate to reduce or remove the proposed 2% budget reduction for schools and that the comments of the Education Scrutiny Committee be noted as part of the formal consultation process.

The meeting closed at 6:26pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 24th February 2020 they were signed by the Chair.

CHAIR



EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON MONDAY, 13TH JANUARY 2020 AT 5.30PM.

PRESENT:

Councillor T. Parry - Chair

Councillors:

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

Councillor B. Jones (Deputy Leader and Cabinet Member for Education and Achievement).

Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), C. Cole (Chief Education Officer), S. Richards (Head of Education Planning and Strategy), P. Warren (Strategic Lead for School Improvement), J. Southcombe (Finance Manager - Education, Lifelong Learning and Schools), S. Mutch (Early Years Manager), P. O'Neil (Senior Youth Service Manager), M. Jacques (Scrutiny Officer) and A. Dredge (Committee Services Officer).

Also Present:

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

E. Pryce - Education Achievement Service (EAS).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors C. Andrews (Vice-Chair), P.J. Bevan, S. Cook, D.T. Hardacre, D. Havard, M.P. James, Mrs G.D. Oliver and Mrs P.J. Ireland and Ms J. Havard (NUT).

2. DECLARATIONS OF INTEREST

Councillor W. David declared an interest at the commencement of the meeting in relation to Agenda Item 8 – Performance Management, Details are recorded with the respective item.

3. MINUTES – 5TH NOVEMBER 2019 AND 9TH DECEMBER 2019

The minutes for both meetings had been omitted from the agenda pack and will be included at the next meeting scheduled for the 24th February 2020, for the Committee's approval.

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

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

5. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Scrutiny Officer presented the report which outlined the draft Education Scrutiny Committee Forward Work Programme from January to June 2020. Members were asked to consider the work programme and make any amendments or propose any additional items to be included for future meetings. It was suggested that the EOTAS (Education Other Than at School) Strategy be scheduled for the meeting on the 24th February 2020 and the Library Standards report currently scheduled for that meeting, be moved to the meeting on the 31st March 2020. In addition, Key Stage 5 will be added to the meeting on the 31st March 2020. A Member requested a report in respect of Service Level Agreements (SLA's) that will outline the full-range of SLAs with Education and their associated costs to schools. It was suggested and agreed that this report should come to the Committee as an Information Item at a date to be confirmed.

Following consideration and discussion, Members unanimously agreed that the Forward Work Programme appended to the report be published on the Council's website.

6. CABINET REPORTS

It was noted that none of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

REPORTS OF OFFICERS

Consideration was given to the following reports.

7. KEY STAGE 4 PERFORMANCE - DECEMBER 2019

The Chair gave permission for this item to be brought forward on the agenda.

Mr E. Pryce from EAS presented the report which provided Members with the final published 2019 performance data in respect of Key Stage 4. He advised that Welsh Government has been developing new evaluation and improvement arrangements to replace parts of the current accountability system. These arrangements have been co-constructed with colleagues in schools, Estyn, local government, regional consortia, and taken international research into consideration. They have been carefully developed to ensure that they align with and help support the realisation of the new curriculum and associated reforms. The new arrangements will support the aim of raising standards, reducing the attainment gap and delivering an education system that is a source of national pride and public confidence.

The arrangements are based on four key principles namely, fair, coherent, proportionate and transparent and over the next three years, there will be an evolving programme of future developments, making the transition between the current system and the future plans. Members noted the new measures, based on points scores that are designed to remove the historic emphasis on the Level 2 threshold measure and the narrow focus on borderline C/D grade learners. Instead, they reflect a school average of all individual learners' points' scores, rather than a percentage attaining a minimum threshold level. A guidance document has been produced for reporting against the interim Key Stage 4 School Performance Arrangement which commenced in September 2019. It was explained that there is an

expectation that local authorities and regional consortia support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners. Members were referred to paragraph 5.15 in the report that sets out the interim performance measure which are all based on points scores. In respect of the Capped 9 Measure, 3 new areas/slots have been set which are literacy, numeracy and Science. Some examples of the type of questions schools should be asking when looking at the data provided were discussed. Members discussed the comparisons of the key indicators for Wales as a whole and a regional overview of performance for the new interim measures. Also, a regional overview of performance for the Capped 9 only, split by Free School Meals (FSM)/non FSM was discussed. It was noted that meaningful evaluation of the outcomes at individual school levels will take place across the autumn term in dialogue between Local Authorities, EAS and school leaders. Support for individual schools will also continue to be provided in line with the National Categorisation system.

A Member commented that the tables set out in the report are very informative and useful however, expressed concerns in respect of the cluster at the bottom of the table at paragraph 5.33. Officers advised that the overall context of the table is important and to note and that Islwyn High and St Cenydd Comprehensive in particular have Additional Learning Needs (ALN's) bases within their schools that cover the whole authority.

The Chair thanked Mr Pryce for presenting his report and responding to questions to questions raised during the course of the debate.

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

RESOLVED that the contents of the report be noted.

8. PERFORMANCE MANAGEMENT

Councillor W. David declared an interest in relation to this item as his daughter claims the Working Family Child Care Offer. As the interest was personal and not prejudicial he was not required to leave the meeting when the report was presented and could take part in the debate and vote.

Officers from the Education Department presented the report and delivered a presentation which provides a focus on the management of performance within the Education Directorate. This profile includes the 6 month mid-year performance of the Wellbeing Objective 1: Improve Education Opportunities for All for 2019-20 in the 5 year Corporate Wellbeing Plan 2018-2023; the final progress of the Education Service Improvement Plan January – December 2019 and progress to date of the Shared Ambitions Strategy.

The Committee were advised that there are 8 action areas comprising 29 actions under Wellbeing Objective 1, 4 of which have been completed and the others are making good progress. There is a clear alignment between the Wellbeing Objective actions and those actions in the Service Improvement Plan and the Shared Ambitions Strategy.

Members discussed Action Area 1 - The aim to reduce the impact of poverty in early years and the Childcare Offer for working parents of 3-4 year olds in part time Foundation Phase. It was noted that this has increased in popularity, with consistently high application rate and high numbers of placements saving the parents in Caerphilly on the whole on average £250,000 per month. It was explained that in terms of the number of Childcare Offer Placements, the figure of 1096 represents the total number of places per term. In total the take up is approximately 85% which is meeting current demand. A Member referred to Action Area 5 - Support learning that enables young and adult employment opportunities and questioned how dependent the Local Authority is in respect of European funding. The Officer advised that there are risks associated, however the current funding is guaranteed until 2022.

Employability has been so successful due to the funding streams received and it is hoped that Welsh Government would provide funding for future programmes. Clarification was also provided in that there is no upper age limit for people supported into employment by the Bridges into Work 2 Programme.

The Chair thanked the Officers for delivering the report and presentation and for responding to questions raised during the course of the debate.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved.

RESOLVED that the content of the report and the progress made, be noted.

9. SCHOOL BALANCES - AN OVERVIEW

The Finance Manager for Education, Lifelong Learning and Schools presented the report which provided Members with an overview of the school balances (reserves) position across Wales and a more detailed update on the position of Caerphilly schools. There has been a significant change in the level of school balances over the last 5 financial years (2014-15 to 2018-19). There is also a very different picture between the primary and secondary sector. It was noted that the data included within the report relates only to prior financial years.

The Committee were advised that Welsh Government publishes annual data (October) on school reserves and the information is available on their website – “Stats Wales”. The latest information published is for financial year 2018-19 and this data provides a snap shot of school reserves as at 31st March 2019 and details are set out in paragraph 5.1.2 in the report and summarised in Appendix 1. It was explained that the position for Caerphilly is slightly distorted over the period reported due to the difficulty experienced by Cwmcarn High School and the subsequent decision by the schools Governing Body (27th June 2016) to seek to close the school. Further details are set out in paragraph 5.2.1. in the report. A full list of Caerphilly school reserves, as at 31st March 2019, are included in Appendix 5 (this includes details from 1st April 2017).

Members discussed the report and were pleased to note that so many Schools in Caerphilly ended with a balanced budget as at 31st March 2019. Officers advised that this was down to a number of reasons which include levels of grant funding, issues with building maintenance and there are different circumstance for different schools. She added that the Collaboration and Federation of Schools has benefitted a number of schools financially and there is a need to continue to be proactive in this regard moving forward. In terms of sixth form funding, it was explained that this is received from and allocated by Welsh Government.

The Chair thanked the Officer for delivering the report and for responding to questions raised during the course of the debate.

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

RESOLVED that the contents of the report be noted.

The meeting closed at 7.20pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 24th February 2020 they were signed by the Chair.

CHAIR



EDUCATION SCRUTINY COMMITTEE – 24TH FEBRUARY 2020

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 work meeting on Monday 13th January, 2020. The work programme outlines the reports planned for the period February 2020 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. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

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: Mark Jacques, Scrutiny Officer

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer
Robert Tranter, Head of Legal Services/ Monitoring Officer
Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer, Legal Services
Councillor Teresa Parry Chair Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair Education Scrutiny Committee

Appendices:

Appendix 1 Education Scrutiny Committee Forward Work Programme
Appendix 2 Cabinet Forward Work Programme
Appendix 3 Forward Work Programme Prioritisation Flowchart

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Appendix 1 - Forward Work Programme - Education

Date	Title	Key Issues	Author	Cabinet Member
24/02/20 17:30	EAS Business Plan			Cllr. Jones, Barbara;
24/02/20 17:30	Schools Capital Programme	Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2020/21 Education Capital Programme.	West, Andrea;	Cllr. Jones, Barbara;
24/02/20 17:30	WAO Flying Start Report		Mutch, Sarah;	Cllr. Jones, Barbara;
24/02/20 17:30	EOTAS Strategy	The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners. The Local Authority has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.	Cole, Keri;	Cllr. Jones, Barbara;
24/02/20 17:30	Information Item - Post 16 Collaboration Arrangement	To update members on the progress made to date in relation to the post-16 aspects of the Post-16, Single Sex and Surplus Places Review underway within the County Borough and to seek Cabinet approval to procure and implement the required IT packages that will enhance and support students as they progress toward Post 16 Education.	Richards, Sue;#25	Cllr. Jones, Barbara;#210
31/03/20 17:30	Library Standards	The Welsh Government Public Library Standards 2017/2020 includes a range of 12 core entitlements, 16 quality indicators, 10 of which have targets assigned to them. This includes qualitative data in addition to traditional input and output information, and a number of case studies	Richards, Sue;#25	Cllr. Jones, Barbara;#210
31/03/20 17:30	Youth Forum Priorities	To seek acceptance and approval from Scrutiny to support the youth Service's/young people's efforts in relation to addressing the priority issues and support the elevation of this request to Cabinet.	O'Neill, Paul;	Cllr. Jones, Barbara;
31/03/20 17:30	Faith Schools	Capacity/ Demand/ Admission Numbers /Transport	West, Andrea;	Cllr. Jones, Barbara;
31/03/20 17:30	Information Item - Welsh Education Strategic Plan: up during 2019	Report to include: Highlight changes in requirements for the WESP/ Highlight achievements of the current plan	Mutch, Sarah;	Cllr. Jones, Barbara;

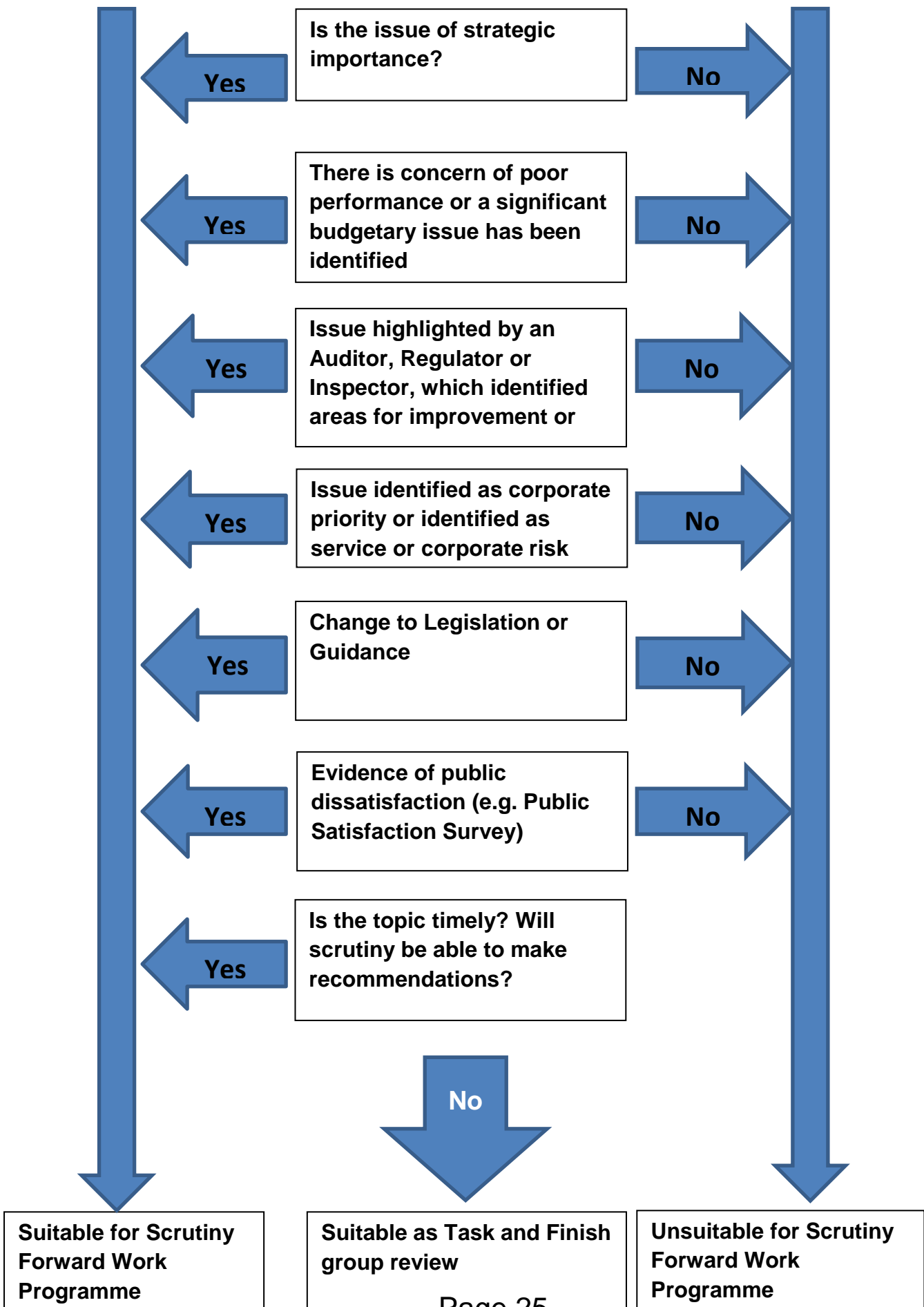
31/03/20 17:30	Information Item - Categorisation	Process of categorisation/ Schools in inspection follow-up or in an Estyn category/ Self evaluation and the capacity to improve/ Regional standardisation and moderation processes/ National verification processes	Richards, Sue;	Cllr. Jones, Barbara;
31/03/20 17:30	Information Item - Inspections Profile	Overview of the Estyn Inspection Framework/ Evaluation of judgements	Richards, Sue;	Cllr. Jones, Barbara;
31/03/20 17:30	Information Item - 21st Century Schools Update	Band A and Band B 21st Century Schools and Education update to include: Project Delivery & Financial Update	West, Andrea;	Cllr. Jones, Barbara;
31/03/20 17:30	Key Stage 5 Performance Report		Cole, Keri;	Cllr. Jones, Barbara;
18/05/20 17:30	Additional Support Review	Delegation of additional support. Responsibilities of schools and LAS in relation to meeting ALN	Ellis, Sarah;	Cllr. Jones, Barbara;
18/05/20 17:30	Information Item - Childcare Offer Update	Report to include: Take up of places / applications/ Any demographic data available/ Any changes to future implementation / delivery proposed by the Welsh Government	Mutch, Sarah;	Cllr. Jones, Barbara;
18/05/20 17:30	Foundation Phase to KS3 Performance	Identify attainment and achievement of FSM pupils at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3. Identify attainment and achievement of boys at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3	Cole, Keri;	Cllr. Jones, Barbara;

Appendix 2 - Forward Work Programme - Cabinet

Date	Title	Key Issues	Author	Cabinet Member
26/02/20 10:30	Gateway to Employment - Caerphilly Skills and Apprenticeship Academy	To develop a model to deliver a sustainable and framework compliant programme that provides holistic skills, training and apprenticeship provision that includes work experience, placements and apprenticeships.	Kyte, Rhian	Cllr. Morgan, Sean
26/02/20 10:30	Caerphilly LA FSM Strategy	Consider a coordinated approach to accelerating the progress of this group of learners	Warren, Paul;	Cllr. Jones, Barbara
26/02/20 10:30	Directorate Performance Assessments	To discuss and approve the new Directorate Performance Assessments and service planning framework.	Roberts, Ros	Cllr. Stenner, Eluned
26/02/20 10:30	(17) Consultation & Engagement Framework	Part of #TeamCaerphilly Action Plan	Lancaster, Hayley	Cllr. Gordon, Colin J
26/02/20 10:30	Post 16 Collaboration Arrangements	Update on the progress of the post 16 aspects of the Post 16, Single sex and Surplus Places Review Seek approval from Cabinet to procure I.T. Packages and additional funding to resource the review	Richards, Sue	Cllr. Jones, Barbara
11/03/20 10:30	EAS Business Plan	To approve the EAS Business Plan for 20-21	Cole, Keri	Cllr. Jones, Barbara
11/03/20 10:30	Caerphilly County Borough Council's Strategic Equality Plan 2020-2024	To seek approval of the Strategic Equality Plan 2020-2024 to be formally adopted as Council Policy.	Cullinane, Anwen	Cllr. Stenner, Eluned
11/03/20 10:30	Integrated Transport Unit with RCT CBC/ CCBC	Consideration of a collaborative approach to the delivery of Integrated Transport Unit services.	Lloyd, Marcus	Cllr. Morgan, Sean
11/03/20 10:30	Gender Pay Gap	For CMT and Cabinet to agree the Gender Pay Gap report which has to be published by 31st March 2020	Donovan, Lynne	Cllr. Gordon, Colin J
11/03/20 10:30	Appointment of Public Analyst	Changes to CCBC authorised Public Analysts due to changes in personnel in one of the statutory appointed labs	Hartshorn, Robert	Cllr. George, Nigel
11/03/20 10:30	Authorisation of Officers in Public Protection for Minimum Unit Price		Hartshorn, Robert	Cllr. George, Nigel

25/03/20 10:30	(16) Community Asset Transfer Policy to be finalised and approved by Cabinet	Strategic Plan - Development of a policy and options to deliver a framework for Community Asset Transfer	Peters, Kathryn; Broadhurst, Timothy	Cllr.Phipps, Lisa
25/03/20 10:30	Public Spaces Protection Order: Dogs on sport pitches	To seek Cabinet approval to undertake a consultation on a draft Public Spaces Protection Order to ban dogs from Council sports pitches.	Hartshorn, Robert	Cllr. George, Nigel
22/04/20 10:30	EOTAS Strategy	The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners. The Local Authority has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.	Cole, Keri	Cllr. Jones, Barbara
10/06/20 10:30	#Team Caerphilly -Transformation Strategy - 6 Monthly Update		Peters, Kathryn	Cllr. Stenner, Eluned
10/06/20 10:30	Community Safety Warden Service		Hartshorn, Robert	Cllr. George, Nigel
10/06/20 10:30	CCBC Net Zero Carbon Plan		Kyte, Rhian	Cllr. Morgan, Sean
08/07/20 10:30	School Crossing Patrols		Lloyd, Marcus	Cllr. Morgan, Sean
07/10/20 10:30	Ystrad Mynach to Blackwood Bus Link		Lloyd, Marcus	Cllr. Morgan, Sean
07/10/20 10:30	Review of Charging for Services (Bulkies & Pest Control)		Hartshorn, Robert	Cllr. George, Nigel
07/10/20 10:30	Community Centres Service Review		Williams, Mark S; Reynolds, Jeff	Cllr. George, Nigel

Scrutiny Committee Forward Work Programme Prioritisation



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EDUCATION FOR LIFE SCRUTINY COMMITTEE 24TH FEBRUARY 2020

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN
(2020-2021) and LOCAL AUTHORITY ANNEX 2020-2021**

**REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS.
TO BE DELIVERED BY EDWARD PRYCE
ASSISTANT DIRECTOR – POLICY AND STRATEGY**

1. PURPOSE OF REPORT

1.1 This report asks Members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity Members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly. Members' views are sought prior to its presentation to Cabinet on 11th March, 2020..

2. SUMMARY

2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks for members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

3. RECOMMENDATIONS

3.1 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process, and provide a written response as appropriate.

3.2 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.

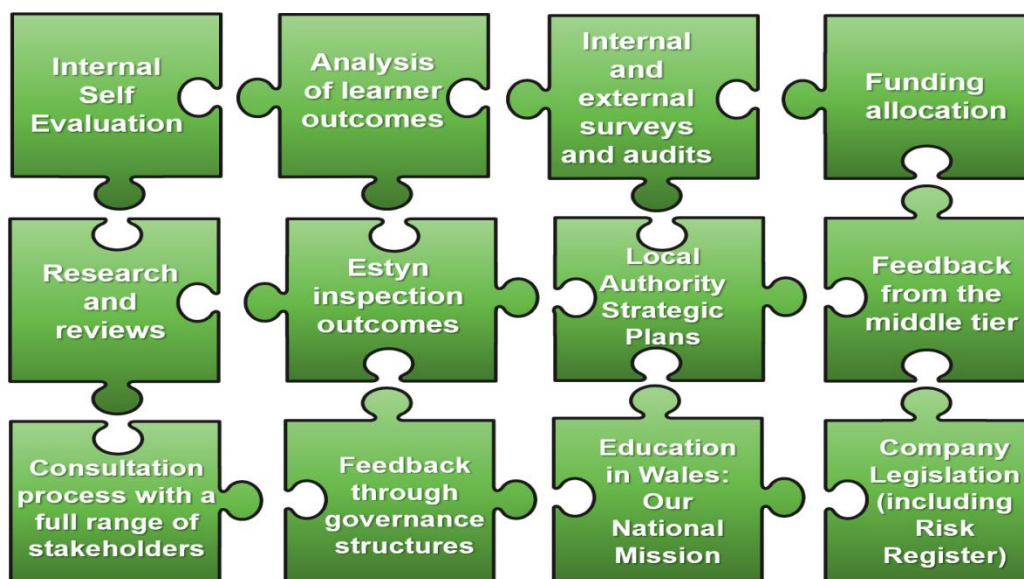
4. REASONS FOR THE RECOMMENDATIONS

- 4.1 EAS are required to submit their Business Plan to Welsh Government and the Scrutiny committee asked for feedback before Cabinet are scheduled to approve it.

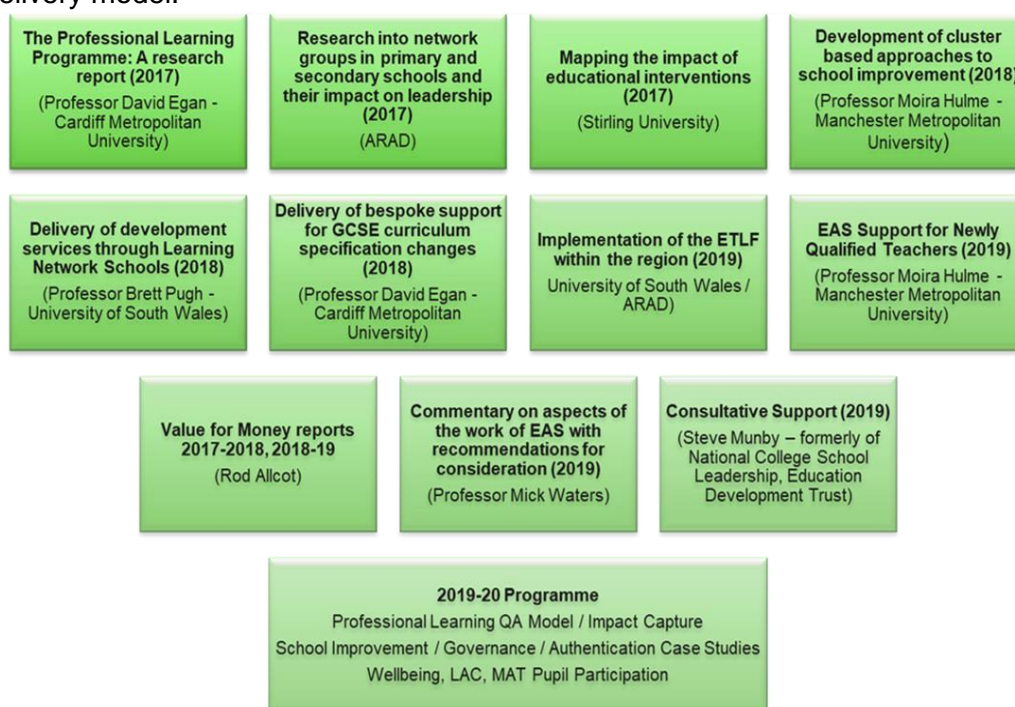
5. THE REPORT

- 5.1 This report asks for members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly. The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 5.2 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2020–2021) outlines the programme of work that is required to continue to improve outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.
- 5.3 Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes and external research.
- 5.4 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 5.5 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.
- 5.6 Please note that a mid-year evaluation of the current business plan (2019/20) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes (created in November 2019). Within the context of evolving accountability arrangements school and where appropriate under Welsh Government guidance aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.

- 5.7 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement.
- 5.8 The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a regionally funded professional learning lead who co-ordinates this work at school level.
- 5.9 All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities
- 5.10 For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.
- 5.11 Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



5.12 A wide range of research has also been undertaken to assist with refining the regional delivery model:



5.13 The Business Plan is in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region.

5.14 The final version of the Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans

5.15 This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Caerphilly LA to support additional local authority priorities, as appropriate.

5.16 The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.

5.17 Caerphilly Strategic Priorities 2020/21 (as provided by the LA):

Strategic priorities for 2020/2021	Main link (s) to the improvement strands within the Business Plan
Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	Improvement Strand: 1,2 and 3
Further improve the quality of leadership across all phases of education. *	Improvement Strand: 1 and 2
Increase the number of pupils achieving 3 A-A* at Key Stage 5.*	Improvement Strand: 1, 2 and 3
Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able.*	Improvement Strand: 1, 2 and 3
Further improve pupils' acquisition digital competency skills. *	Improvement Strand: 1 and 2

5.18 EAS Improvement Strands:

Improvement Strand	Description
1	i) Developing a high-quality education profession ii) Inspirational leaders working collaboratively to raise standards
2	Strong and inclusive schools committed to excellence, equity and wellbeing
3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system
4	EAS Business Development

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Caerphilly LA and schools, have their own specific strategies to support vulnerable learners.

5.19 The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017-2021), are based upon findings from educational research and best practice and address the priorities in each local authority strategic plan.

5.20 As a result of internal self-evaluation we still need to work with local authorities to:

- Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.
- Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.
- Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.
- Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.
- Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
- Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.

5.21 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.
- Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.
- Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.

- Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

5.22 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.
- Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.
- Design and deliver national professional learning.
- Ensure that elected members are fully apprised of changes to accountability arrangements.
- To secure an indicative 3-year grant funding model.

LA Annex Documents

5.23 Each LA Annex contains an overview of national categorisation for the LA, a summary of the schools in any Estyn follow-up category, aggregate pupil progress information, attendance / exclusion information and a summary of key performance areas. The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

How does the EAS support schools to identify and address their school improvement priorities?

5.24 Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

5.25

- Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.
- All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools.
- Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result.
- Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day.
- The quality of SDPs within the secondary phase continue to improve with many being at least good
- Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners.
- All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales.
- Nearly all schools will develop as effective learning organisations.
- Nearly all schools are demonstrating progress against the national language charter framework objectives.
- A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders.
- The region has a comprehensive leadership development pathway for aspiring and existing leaders.
- All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken.
- The model for delivery of governor training will be reviewed and revised.
- Worked collaboratively with middle tier partners to support the realisation of the national mission.
- A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.
- The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.
- Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.
- An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.
- A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners.
- A boarder range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy
- The delegation rate to schools is maintained at 94%.
- Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board.
- Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

Risks

5.26 Caerphilly LA Risks:

- Not a high enough percentage of learners make the expected rate of progress and achieve appropriate outcomes at Key Stage 4, particularly in the English language and Capped 9 measures.
- The pace of improvement in the quality of leadership across all phases of education is insufficient.
- The number of pupils achieving 3 A-A* at Key Stage 5 remains too low.
- Pupils' do not acquire sufficient digital competency skills

These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Caerphilly LA Service Improvement Plan and the Education Strategic Plan.

5.27 Regional Risks: As part of the internal EAS risk management process several aspects have been identified as potential barriers to the successful implementation of this Business Plan. These clearly set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs. These are:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- Schools / settings that require improvement are not: identified at an earlier enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

6. ASSUMPTIONS

6.1 There are no specific assumptions.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

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

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 This report content (Education attainment) contributes to the Well being Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement.

9. EQUALITIES IMPLICATIONS

- 9.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan.

10. FINANCIAL IMPLICATIONS

- 10.1 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.
- 10.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring too.
- 10.3 Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.
- 10.4 Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows: Caerphilly LA's contribution for 2020/21 is £1,005,705 compared with £1,021,020 in 2019/20.
- 10.5 The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members. Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education

Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications.

12. CONSULTATIONS

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation.

13. STATUTORY POWER

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

Appendix 1: The South-East Wales Regional Mission: Business Plan (2020-2021) (First Draft for Consultation)

Appendix 2: Draft LA Annex Document 2020/2021

Author: Debbie Hartevelde, Managing Director, Education Achievement Service

Consultees: Education Achievement Service Staff
SEWC Directors and Diocesan Directors
Regional Joint Executive Group
Education Achievement Service Company Board
Education Achievement Service Audit and Risk Assurance Committee
Individual Local Authority Education Scrutiny Committees
Regional Headteacher Strategy Group
Pupil Consultation
Richard Edmunds, Corporate Director, Education and Corporate Services
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Christina Harry, Interim Chief Executive
Dave Street, Corporate Director, Social Services & Housing
Mark S. Williams, Corporate Director Communities
Councillor Barbara Jones, Cabinet Member for Education & Achievement
Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee
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
Steve Harris, Interim Head of Business Improvement Services
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language &
Consultation
Ros Roberts, Business Improvement Manager.



Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

The South East Wales Regional Mission: Business Plan (2020-2021)

“Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership”

The final version of the Business Plan and all accompanying documents will be available in both Welsh and English. There will be a detailed delivery plan and a regional professional learning offer that supports the actions contained within this plan.

The Education Achievement Service (EAS) Business Plan will go through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

The final version of the Business Plan will be formally agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

<p>Cllr K Preston</p> <p>Chair of Education Achievement Service Company Board</p>	
<p>Cllr D Yeowell</p> <p>Chair of Joint Executive Group</p>	
<p>Ms D Hartevelde</p> <p>Managing Director, Education Achievement Service</p>	
<p>Mr Will McClean</p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

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3	The South East Wales Regional Mission Business Plan (2020/2021) <ul style="list-style-type: none"> • Introduction • Local Authority Education Strategic Priorities 2020/2021 • Summary of Progress 2019/2020 • Regional Priorities for 2020/2021 • The South East Wales Regional Mission Business Plan (2020/2021): Improvement Strands 1-4 • Ambitions for 2020/2021 and beyond 	7-20
4	Delivery arrangements <ul style="list-style-type: none"> • Governance and funding • Monitoring and evaluation • Risks associated with the delivery of the Business Plan 	21-23
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Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2019 was 72,698. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%, which is higher than the national figure of 18.3%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%, an increase from 10.3% in 2018. This is a similar rate of increase to that nationally (11.4% from 11.0%). Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by an LA and attend a school in the region. From 2019, looked after children are no longer being recorded in the PLASC return so there can be no comparison against Wales, however this is an increase regionally from 983 children in 2018.

Schools

Blaenau Gwent (22.7% FSM)	
2	Non-maintained Nursery Settings
19	Primary
2	Secondary
2	Special
2	3-16

Monmouthshire (11.3% FSM)	
27	Non-maintained Nursery Settings
30	Primary
4	Secondary
1	Special
1	Pupil Referral Service

Caerphilly (19.7% FSM)	
14	Non-maintained Nursery Settings
63	Primary
6	Infant
4	Junior
11	Secondary
1	Special
1	Pupil Referral Unit
1	3-18

Newport (19.4% FSM)	
24	Non-maintained Nursery Settings
2	Nursery
43	Primary
9	Secondary
2	Special
1	Pupil Referral Unit

Torfaen (22.0% FSM)	
15	Non-maintained Nursery Settings
25	Primary
6	Secondary
1	Special
1	Pupil Referral Service

Overview of regional school staffing		
Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	511	575
Caerphilly	1,519	1,366
Monmouthshire	679	642
Newport	1,427	1,283
Torfaen	773	751
EAS	4,909	4,617

Section 2: Overview

What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Regional delivery model

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working and a move towards the creation of a self-improving school system. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region the ways in which the EAS supports and challenges school improvement has developed over the past 6 years. The impact, effectiveness and value for money of regional strategies are reviewed regularly through both internal and external processes. The region has commissioned several external reviews over the past 3 years that have helped to shape future direction based upon effective principles of a self-improving system.

The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a partially funded professional learning lead who co-ordinates this work at school level. Support via the numerous funded learning network schools is also organised on a geographical basis to support this delivery model.

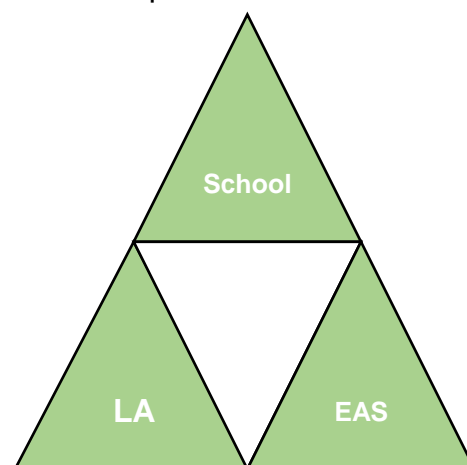
The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations and the Professional standards for teaching and leadership. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and local authority partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities.

The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst LAs retain the statutory responsibility for schools and school improvement.

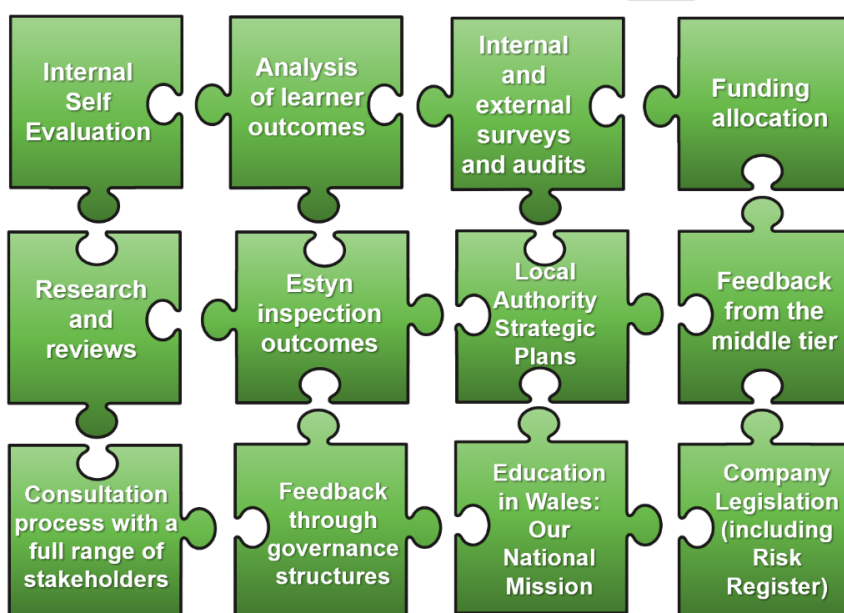
For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.



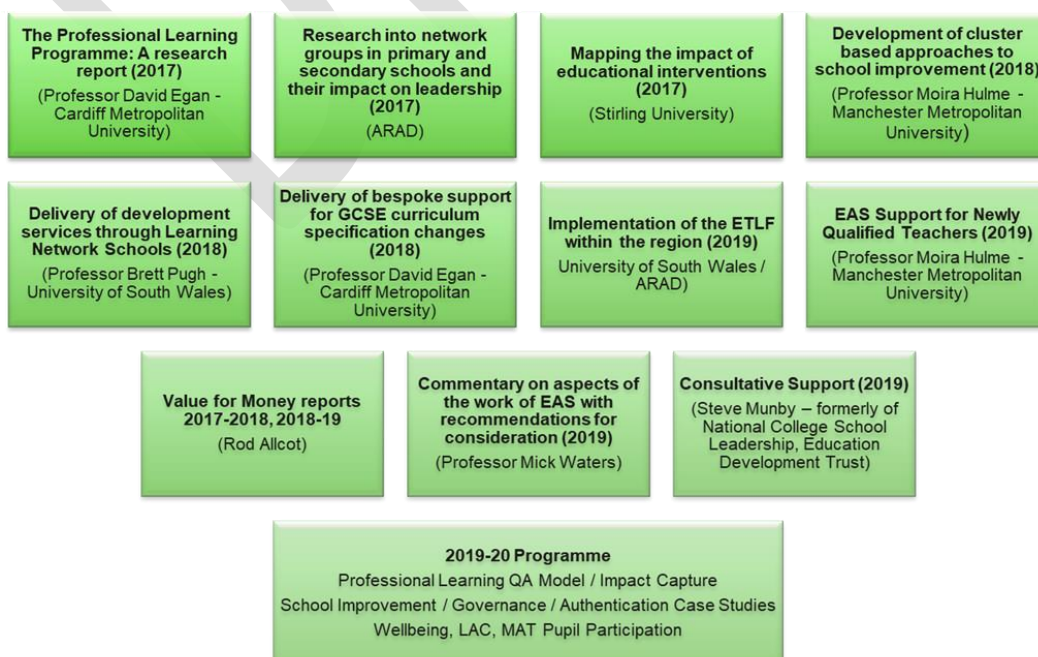
Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



“Systems and processes, these are excellent. The Business Planning processes are consultative and transparent. The Hwb system enables data and information to be held in one place and is significantly reducing bureaucracy and workload, whilst enabling a clear record to be kept of actions and impact. Grant planning is transparent and clear.”


“EAS welcomes external challenge and is not resting on its success. It is keen to bring in external expertise to review its progress and to learn from elsewhere. External reviews from Manchester Metropolitan University, Cardiff Metropolitan University, Professor Mick Waters and others have helped to keep EAS on the front foot and to be thinking strategically about further improvement.”




(Dr. Steve Munby: Review of EAS current practice and direction of travel (October 2019)).

Local authority education strategic priorities 2020/21 (provided by each local authority)


This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.

The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Blaenau Gwent 	Accelerating early language acquisition skills between the ages of 3 to 7.*	1, 2 and 3
	To increase value-added progress in English and maths between key stage 2 and 3 and particularly between key stage 3 and key stage 4.*	1, 2 and 3
	To increase attainment in English and maths in key stage 3 at Level 6+.*	1, 2 and 3
	To improve attainment in English and maths (maths in particular) at level 2 in key stage 4*	1, 2 and 3
	To improve value-added progress for our most vulnerable learners, particularly between key stage 3 and key stage 4.*	1, 2 and 3

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Caerphilly 	Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	1, 2 and 3
	Further improve the quality of leadership across all phases of education. *	1 and 3
	Increase the number of pupils achieving 3 A-A* at Key Stage 5. *	1 and 3
	Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able. *	2
	Further improve pupils' acquisition digital competency skills *	1 and 3
Monmouthshire 	Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
	Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
	Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
	Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2
Newport 	Improve provision and outcomes for FSM learners in all key stages.*	1, 2 and 3
	Reduce variance in outcomes, teaching, and leadership, particularly at key stage 4. *	1, 2 and 3
	Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.	2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.*	2

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
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<p>Torfaen</p>  <p>TORFAEN COUNTY BOROUGH BWRDEISTREF SIROL TORFAEN</p>	<p>Improve the progress that FSM pupils make across all key stages, particularly key stage 4 by ensuring LA services compliment and support regional provision. *</p>	<p>1, 2 and 3</p>
	<p>Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time. *</p>	<p>1, 2 and 3</p>
	<p>Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure good and sustained pupil outcomes. *</p>	<p>1, 2 and 3</p>

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools.

These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for learners. The EAS will endeavour, as appropriate, and within available resources to support LA strategic plans to maximise the impact on learner outcomes.

Summary of progress 2019/20

90% of schools felt that the role of EAS is clear and there is a clear vision for school improvement



Designed and developed a grant planning toolkit with **100%** engagement from schools

6,035 twitter followers



52 current serving headteachers undertaking the role of Challenge Advisers

94% delegation rate to schools = £45.92M

87% of Seren learners went to Oxbridge or Sutton Trust universities

55 HLTAs have achieved the qualification

52 schools engaged in the more able and talented network meetings



69 schools within the region are providing support to other schools across the region

All secondary schools have a partially funded lead for vulnerable learners and professional learning

208 NQTs have successfully completed induction across the region

Peer working models continue to be developed

All schools engaged in the regional offer to support curriculum for Wales

1111 professional learning opportunities have been offered to support the teaching and leadership standards



92% of schools and settings received ACE awareness training with 1707 teachers noting that the training informed their provision within the classroom



All school clusters engaged in Wellbeing Network meetings

Between 2017/2018 and 2018/2019 there have been increases in the % of schools judged to be good or excellent in each of the 5 inspection areas by at least **11%**

29 NPQH candidates successfully gained the qualification

194 schools have engaged with the SLO portal

35 schools received the Seren Foundation Grant

221 learners completed the Seren Programme in 2018 with an increase in 2019 of 285 learners engaged

Overall the number of schools requiring the highest levels of support continue to **decrease**



Over the past 3 years the number of acting headteachers has **decreased**

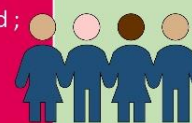


All secondary schools PDG plans have been agreed through professional panels

156 self chosen networks of schools

All PDG grant plans are linked to Sutton trust toolkit

1588 governing body meetings clerked ; **615** governors attended professional learning and an additional 114 online induction sessions.



*further detail is contained within the mid and end of year review of the 2019/2020 Business Plan

As a result of internal self-evaluation, we still need to work with local authorities and schools to:

Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.



Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.



Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

As a result of internal self-evaluation we still need to work with other regions, Welsh Government and middle tier partners to:

Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.



Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.

Design and deliver national professional learning.

Ensure that elected members are fully apprised of changes to accountability arrangements.

To secure an indicative 3-year grant funding model.

As a result of internal self-evaluation, we still need to work with local authorities and schools to:

Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category



Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.



Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. . In most cases the focus should be on capacity-building



Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.



Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region



Business Plan 2020/2021

The actions below have been developed in collaboration with our partners, linked to each local authority strategic priorities. They represent the key priorities for the region to deliver in 2020/21. However, they are not exhaustive, and we recognise the importance of continuing to deliver our core business to a high standard.

Improvement Strand 1	<p>i) Developing a high-quality education profession</p> <p>ii) Inspirational leaders working collaboratively to raise standards</p> <ul style="list-style-type: none"> • Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time. • Developing leaders and providing them with the opportunity to learn with and from others.
What will the EAS do?	
<p>Quality assurance and impact of all professional learning</p> <ul style="list-style-type: none"> • Continue to provide schools with guidance to complete, publish and evaluate the impact of their Professional Learning Plan. • Pilot the regional model for quality assuring all professional learning to capture impact. <p>Curriculum Reform</p> <ul style="list-style-type: none"> • Provide all schools with access to the national professional learning programmes, for all staff, to support the implementation of the curriculum for Wales. This will be jointly delivered with regional Innovation schools and Professional Learning schools. • Provide schools with examples of effective school development actions for curriculum reform and support schools to implement these. • Encourage all schools to be research informed by creating a network of lead enquirers from Professional Learning schools to develop the capacity for professional enquiry in all schools. • Use the outcomes of the engagement visits completed by Estyn to support the development of a set of common expectations around the implementation of the curriculum for Wales. <p>Schools as Learning Organisations</p> <ul style="list-style-type: none"> • Design and facilitate professional learning that encourages schools to develop as effective learning organisations. This will include a range of approaches such as e-learning, school to school working and research. • Provide a coordinated programme of support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities. • Support the remaining schools who have yet to engage the schools as learning organisation (SLO) survey. • Share case studies where schools and clusters are effectively developing as learning organisations. • Provide support and guidance to schools about how to use the SLO survey to inform school development priorities <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Identify and share effective whole school strategies for teaching and learning from within and beyond the region. • Support schools to use a range of first-hand evidence to improve the quality of teaching and learning through a modelled, shared and guided approach. • Identify and work with effective leaders, teachers and teaching assistants across the region from all phases to share best practice that captures the progress of learners. This will include 	

the development of a regional online resource that will include pupils work, portfolios, film clips of teachers, learners and leaders.

- Provide a range of delivery models and access to a wider range of professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region.
- Identify and share through planned professional learning, successful examples of provision, teaching and application of skills that evidences pupil progression across all phases from within and beyond the region.

Professional learning teaching assistants

- Provide a professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.

Professional Learning for statutory induction

- Continue to refine and develop the induction support for Newly Qualified teachers, including the role of the school-based induction mentor, the role of the external verifier and the support provided beyond the statutory induction period. Strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

Initial Teacher Education

- Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education.

Inspirational leaders working collaboratively to raise standards

National professional learning offer for leaders

- Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes: Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers.

Identifying, recruiting and retaining effective leaders

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors.
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship
- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors.

Governors as leaders

- Review and refine the Governor Support Clerking Service Level Agreement, to ensure that it supports effective governance.
- Review and refine the delivery model for professional learning (not including the mandatory training) for governors using the cluster-based 'train the trainer' approach.
- Further develop online resources for governors, including tools to assist with self-evaluation.
- Provide opportunities for collaborative professional learning for school leaders and governors.

- Identify governors who can undertake a range of roles within and beyond their own school, providing bespoke professional learning to strengthen and build capacity within the region.
- Explore and encourage peer support arrangements for governing bodies to secure improvement.

Specialist HR

- Work with local authorities to complement existing services.
- Provide specialist HR professional learning for school leaders to include the implementation of the Professional Standards for Teaching and Leadership and managing performance.

Targeted support for the secondary phase (in addition to above)

- Review and refine the current model for the development of teaching and learning strategies in identified schools, use the outcomes to engage a further cohort of secondary schools.
- Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches
- Continue to provide professional learning for Chairs and Vice Chairs of governors in secondary schools focussing on improving the quality of leadership and teaching and learning.
- Support schools to explore a range of models to help them prepare for the implementation of curriculum for Wales.
- Review and refine co-ordinated Challenge Adviser and subject specific support and delivery in identified schools e.g. intensive block time, challenge adviser and school to school model
- Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners.

Specific focus on improving the outcomes of Vulnerable Learners

- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Review and refine the secondary Vulnerable Learner Lead programme, sharing effective practice across selected clusters and primary schools.
- Design and facilitate national online resources to complement the middle leadership programme for more able and Seren school leads.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU provisions.

<p>Improvement Strand 2</p>	<p>Strong and inclusive schools committed to excellence, equity and wellbeing</p> <ul style="list-style-type: none"> • Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.
<p>What will the EAS do?</p>	
<ul style="list-style-type: none"> • To provide a programme of professional learning through a ‘Train the Trainer’ approach that provides the foundations of universal provision across all schools and settings. This will include strategy development and professional learning for: FSM learners, LAC learners, Known Adopted learners, Young Carers, More and Most Able Learners and those who have English as an additional language. • Embed the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings. • To create an online interactive curriculum tool that captures the resources available to support schools in shaping their provision for Health and Wellbeing at a local and regional level. • To co-construct a professional learning programme in partnership with local authorities on ‘Improving pupil engagement and behaviours in learning’ based upon the principles of adverse childhood experiences agenda. • Review and extend the network of schools engaged with the ‘Raising the achievement of disadvantaged youngsters’ programme. • To improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities. • To introduce a revised regional approach to improve the monitoring and impact of the pupil development grant that includes a professional panel attended by local authority officers. • Work with local authorities to ensure that local authority strategic plans for vulnerable learners are complimented by the regional strategy. • Attendance and exclusions • To support the Regional Transformation Officer to update stakeholders on ALN Reform and support the shaping of a professional learning programme to meet the changing requirements of ALN Reform. • To continue to support schools and settings with the planning, monitoring and evaluating of grant plan expenditure. Continue to provide schools with guidance to complete, publish and evaluate the impact of the Pupil Development Grant. 	
<p>Targeted support for the secondary phase (in addition to above)</p>	
<ul style="list-style-type: none"> • Design and facilitate a pilot programme to enhance the use of Form Group time in Secondary Schools. • To engage with Career Wales to design a programme that offers learners career advice from year seven onwards in order to map their flightpaths to their desired destinations. 	

Improvement Strand 3	<p>Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system</p> <ul style="list-style-type: none"> • Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.
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What will the EAS do?

- Provide schools with a range of targeted support focussed on school development priorities in line with their current support level.
- Focus support will be brokered between the EAS, LA and school leaders.
- Implement the regional approach to schools causing concern in partnership with LAs that includes regular schools causing concern meetings and regional schools causing concern register to monitor the progress that schools make.
- Where concerns arise in any school or setting the EAS will share relevant information with LAs and Diocesan Directors to inform next steps and where appropriate this may include the use of LA statutory powers to accelerate progress.
- Working alongside key partners including Estyn, Welsh Government, Local Authorities and school leaders, pilot an approach to supporting schools causing concern to identify appropriate and timely support and intervention in order to accelerate progress.
- Embed the regional strategy for target setting with a key focus on the school's context at a local level, and further develop the use of pupil progress data at school level in line with the national guidance.
- Provide professional learning opportunities for schools, governing bodies and LAs to understand the changing assessment and accountability arrangements within the reform agenda.
- Support the piloting of the national evaluation and improvement resource (NEIR) in identified regional schools and ensure key learning is shared with all schools and settings.
- Provide professional learning to all schools and settings to promote effective self-evaluation and improvement planning processes.
- Formally monitor and evaluate the quality and impact of self-evaluation and development planning for all schools and settings to secure improvement in progress and attitudes of learners, the quality of teaching and learning and the quality of leadership.
- Further develop the regional approach of 'School on a page' so that a broader range of information is used for accountability purposes focussed on pupils' wellbeing and attitudes to learning, the standards achieved and progress made by all pupils including those in vulnerable groups, the quality of teaching and learning in schools and settings as well as the quality of leadership.
- Provide ongoing professional learning for elected members on how they can use this broader range of school information to hold schools to account more effectively, promoting cultural and behavioural change.
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

Supporting a self-improvement system

- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning.
- Provide further opportunities for schools to develop self-chosen networks of professional practice, based upon common improvement needs.
- Commission a range of evaluative research reports in priority areas to provide recommendations to further develop key areas of service delivery.

Targeted support for the secondary phase (in addition to above)

- Refine and extend the peer working programme to include middle leaders, to support a broad range of subjects across the curriculum in the secondary phase.
- Explore external systems that will support schools to set targets, track pupil progress, measure value added performance and engagement in learning.
- Provide guidance and support for schools to set appropriate local targets in line with school development priorities whilst retaining the focus on individual pupil level target setting.
- Support schools' engagement with consultations regarding reforms to key stage 4 qualifications.
- Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5.

Specific focus on improving the outcomes of Vulnerable Learners

- Continue to refine the grant planning system and the processes in place to support the planning, reviewing and evaluating of impact of expenditure in line with the EEF
- Refine the role of the Wellbeing and Equity LNS to become more focused on an area of work
- To continue grant discussion meetings with LA partners to focus on provision and progress of vulnerable learners.
- To support all secondary schools to have a Wellbeing Equity Section on their SDP.

Improvement Strand 4	EAS Business Development <ul style="list-style-type: none"> • Developing systems and processes that enable the company to effectively and efficiently support schools and settings promoting improved pupil outcomes. • Develop a workforce that embodies the core values and mission of the EAS. • Ensure the EAS adheres to legislative requirements.
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What will the EAS do?

- Continue to refine the business model for the EAS to ensure that it aligns to the regional priorities for national reform.
- Work with key partners to deliver a more sustainable funding model that aligns with the workforce plan and secures an updated Collaboration and Members Agreement.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent our values and vision.
- Ensure the effectiveness of the company board and the audit and risk assurance committee, through appropriate professional learning.
- Continue to develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level.
- To continue to publish the regional grant allocations and maximise delegation rates to schools.
- Ensure that systems and processes are in place to enable the effective delivery of the Governor Support Service Level Agreement.
- Refine the value for money model, further exploring access to comparative data.
- Enhance the use of self-evaluation processes to ensure our work has impact on improving outcomes, provision and leadership.
- Ensure the efficient delivery of accurate performance data and wider intelligence to support effective self-evaluation and service delivery.
- Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement.
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

Ambitions for 2020/21

Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA 

All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools

Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result 

The quality of SDPs within the secondary phase continue to improve with many being at least good

Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.

Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day

Nearly all schools will develop as effective learning organisations

Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners

All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales

Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board

The model for delivery of governor training will be reviewed and revised 

A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders 

The region has a comprehensive leadership development pathway for aspiring and existing leaders

Nearly all schools are demonstrating progress against the national language charter framework objectives.

All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken

Worked collaboratively with middle tier partners to support the realisation of the national mission

A broader range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy

A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools 

Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports

An online resource to support teaching and learning will be developed to exemplify and share best practice across the region

A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners

The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.

The delegation rate to schools is maintained at 94%

Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

Consortium funding

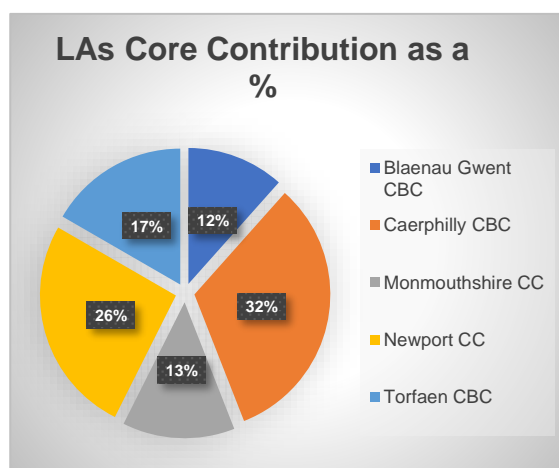
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.

Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.

Local authority contributions

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows:

Local Authority	£
Blaenau Gwent CBC	358,985
Caerphilly CBC	1,005,705
Monmouthshire CC	414,127
Newport CC	803,293
Torfaen CBC	516,355
Total	3,098,465



In terms of the above £0.357m of this figure is used to secure capacity within the Challenge Adviser team from current serving headteachers and £0.2m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

Regional school improvement grants

The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

Included in the Regional Consortia School Improvement Grant are two historic grants that require match funding* from the LAs to facilitate the grant offer. These figures are included in the following table alongside the delegation** rate per key area of grant.

Grant Name	Grant Total	Amount delegated* to schools	Delegation* Rate	Regionally Retained
	Indicative Calculation 2020/21			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	24,930,697	23,133,194	93%	1,797,503
- Professional Learning for Teachers	2,231,515	2,231,515	100%	0
- Other grant initiatives	3,527,764	2,658,940	75%	868,824
Pupil Development Grant (PDG)	18,064,750	18,064,750	100%	0
PDG (Lead Regional PDG Adviser)	100,000	0	0%	100,000
Seren Pre 16	98,400	98,400	100%	0
Seren Post 16	55,000	55,000	100%	0
Total	49,008,126	46,241,799	94.4%	2,766,327

**Delegation: This refers to funding which gives freedom of choice to a school in how it is used. It must however be spent in accordance with, and in the spirit of, the core purpose of the grant and the individual school development plan.

The following circumstances will not be classed as delegated:

- Staff seconded from the LA or the consortium to a school(s) or a cluster(s).
- Staff working wholly or partly in schools and paid for from a local authority or consortium retained budget.
- Staff or services that form part of an SLA – this type of activity will be classed as non-delegated.
- Monies delegated from the consortium to a local authority.

Several factors including funding, delivery of the business plan, workload, and the expectation placed by LAs, EAS, WG on the benefit of the grants has led to an enhanced live common school and cluster grant planning tool being proposed for 2020/21. This school planning tool delivers on

each of these factors. WG Hwb will be used as the host and accessible to key staff within the individual school, LA and the EAS.

The tool has been designed to capture all grant costs associated with the national mission, provide transparency on school and regional spend, report on intended impact and outcome of the grant including direct reference to the Sutton Toolkit. The tool also can cross reference to the school development plan and the one plan approach will be piloted with several schools in 2020/21. To further strengthen the transparency every school across the region will have live access to the individual grants delegated to each and every school.

Governor Support Service Level Agreement

The EAS has responsibility for providing a Governor Support service to all schools in the region. The service provides support to school governing bodies, headteachers, and individual governors. This includes advice, guidance, training, and an optional clerking service in order to support governing bodies to deliver their responsibilities.

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only one school opted not to buy into the clerking service in 2019/20. The indicative funding for 2020/21 is £0.388m.

Monitoring and evaluation

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual local authority annex document. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and through evaluation and improvement events with Welsh Government officials, These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / local authority self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The financial accounts are reported to both the company board on a quarterly basis and through the Audit and Risk Assurance Committee on a termly basis. The final year end accounts are externally audited and reported in line with the 2016 UK Corporate Governance Code. In compliance with the Companies Act these accounts are reported and approved at the Annual General Meeting by the Joint Executive Members who are shareholders of the EAS.

Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Long term overview 2021-2023
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans
- Mid-year and final year review of Business Plan 2019/2020

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Appendix 2

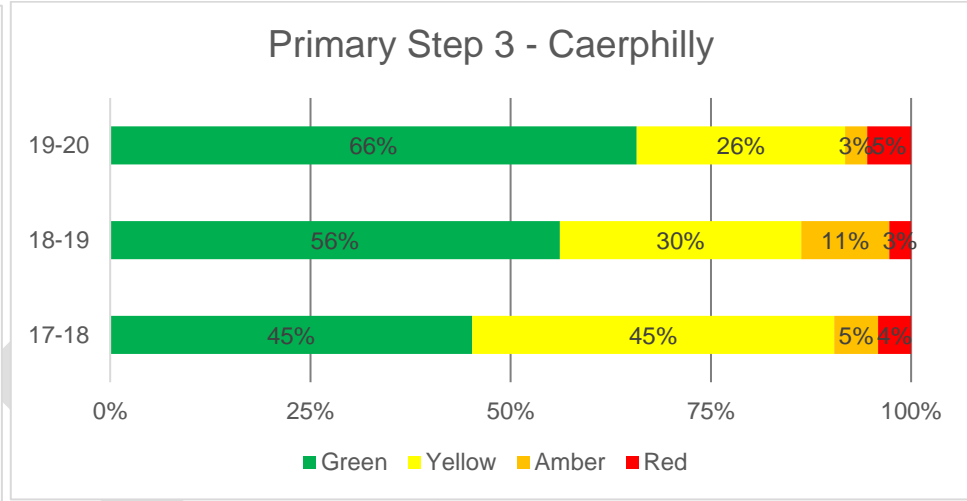
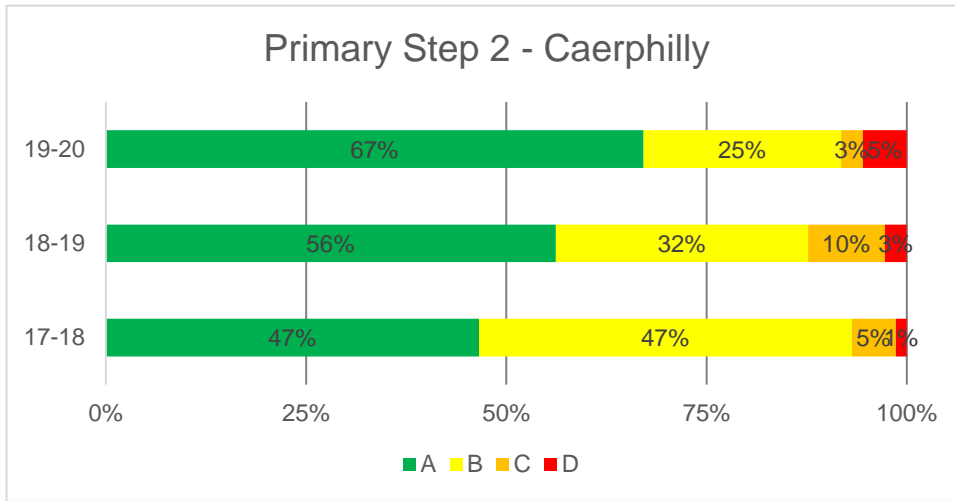
Local Authority Specific Annex 2020-2021

Local Authority: Caerphilly

Summary of National Categorisation of schools in the Local Authority in 2017-2018, 2018-2019 and 2019-2020

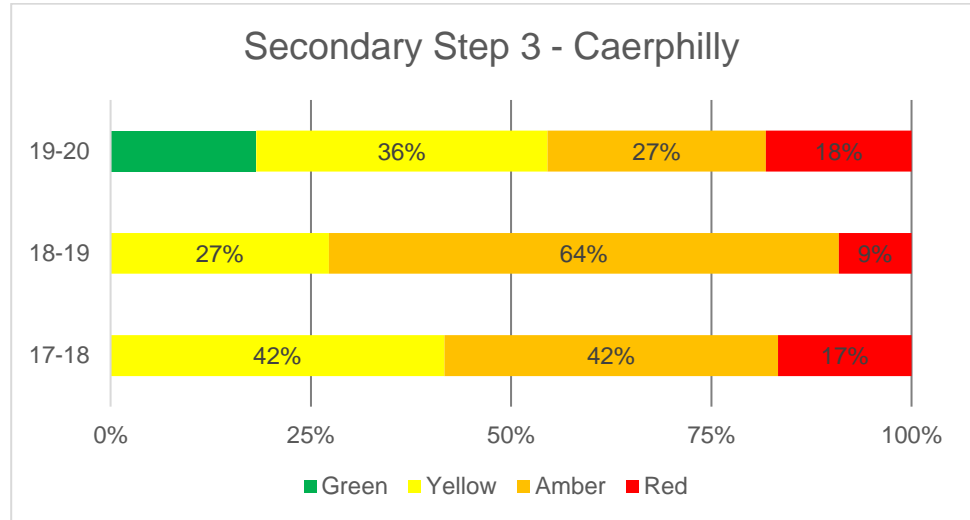
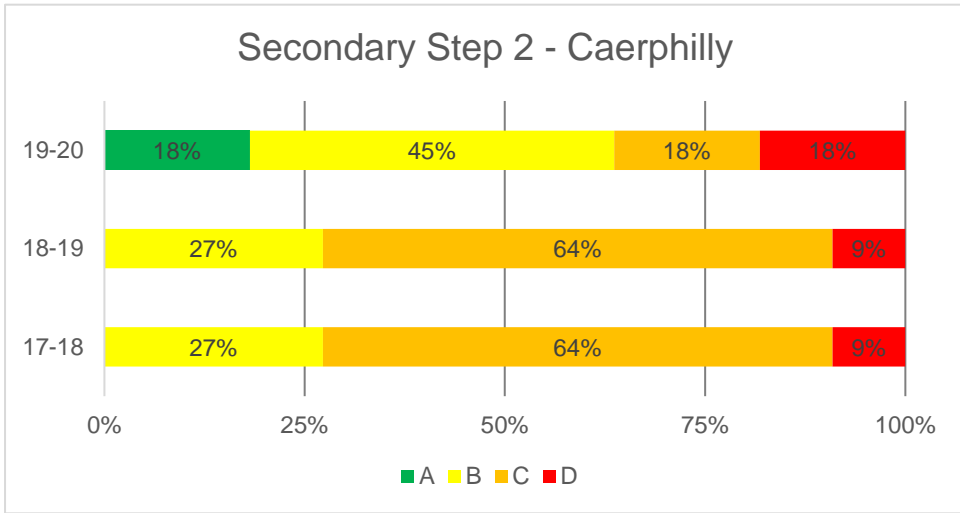
Step 2 - Primary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	4	34	34	1%	5%	47%	47%
	18-19	2	7	23	41	3%	10%	32%	56%
	19-20	4	2	18	49	5%	3%	25%	67%
South East Wales	17-18	2	17	83	88	1%	9%	44%	46%
	18-19	5	16	63	105	3%	8%	33%	56%
	19-20	6	11	55	117	3%	6%	29%	62%

Step 3 - Primary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	3	4	33	33	4%	5%	45%	45%
	18-19	2	8	22	41	3%	11%	30%	56%
	19-20	4	2	19	48	5%	3%	26%	66%
South East Wales	17-18	8	14	81	87	4%	7%	43%	46%
	18-19	5	18	62	104	3%	10%	33%	55%
	19-20	6	13	54	116	3%	7%	29%	61%



Step 2 – Secondary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	7	3	0	9%	64%	27%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	2	5	2	18%	18%	45%	18%
South East Wales	17-18	6	14	7	6	18%	42%	21%	18%
	18-19	5	14	7	6	16%	44%	22%	19%
	19-20	7	8	10	7	22%	25%	31%	22%

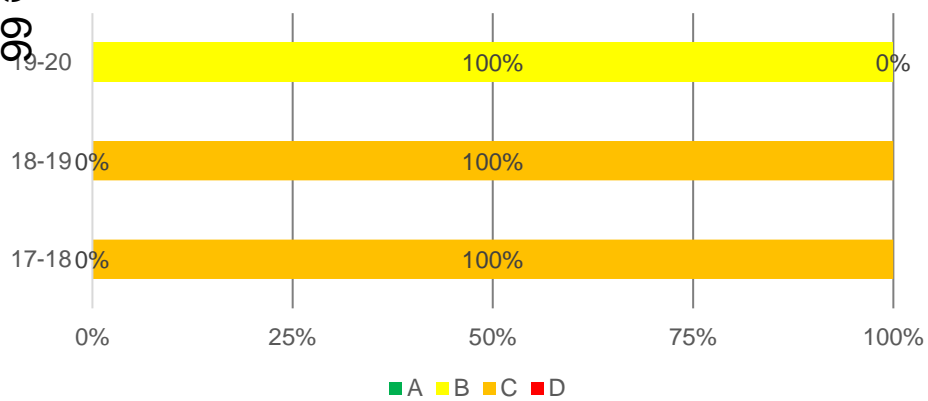
		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	2	5	5	0	17%	42%	42%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	3	4	2	18%	27%	36%	18%
South East Wales	17-18	9	9	12	3	27%	27%	36%	9%
	18-19	6	14	6	6	19%	44%	19%	19%
	19-20	9	8	8	7	28%	25%	25%	22%



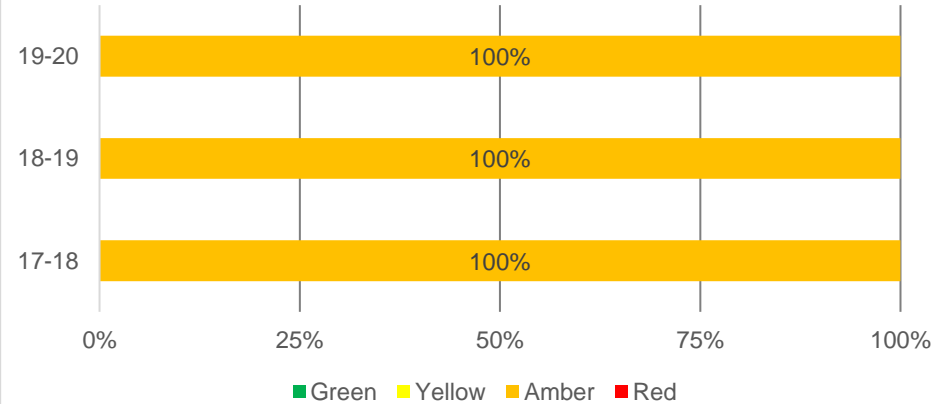
Step 2 – All through schools		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	0	1	0	0%	0%	100%	0%
South East Wales	17-18	1	1	1	0	33%	33%	33%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	0	2	0	33%	0%	67%	0%

Step 3 – All through schools		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	1	0	0	0%	100%	0%	0%
South East Wales	17-18	1	2	0	0	33%	67%	0%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	1	1	0	33%	33%	33%	0%

All Through (3-16/18) Step 2 - Caerphilly



All Through (3-16/18) Step 3 - Caerphilly



LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Pentwynmawr Primary	Jul-18	Sep-18	Estyn Review
Primary	Phillipstown Primary	Nov-18	Jan-19	Estyn Review
Primary	Ynysddu Primary	Jul-19	Sep-19	Estyn Review
Primary	Ysgol Bro Sannan	Oct-19	Dec-19	Significant Improvement
Primary	Ysgol Gymraeg Gilfach Fargoed	Oct-19	Dec-19	Significant Improvement

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	Significant Improvement (after monitoring visit Feb 19)
Secondary	Islwyn High	Oct-18	Dec-18	Estyn Review

High Level Pupil Progress Analysis - 2019 - FP to KS2 / KS2 to KS3

LA/Region: Caerphilly

Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	328	93.6	6.1
LLC - English	1731	90.2	9.1
Mathematics	2077	90.7	8.8

Matching

2015 FP cohort	2019 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
357	335	91.9	97.9
1825	2169	94.8	79.8
2182	2169	95.2	95.8

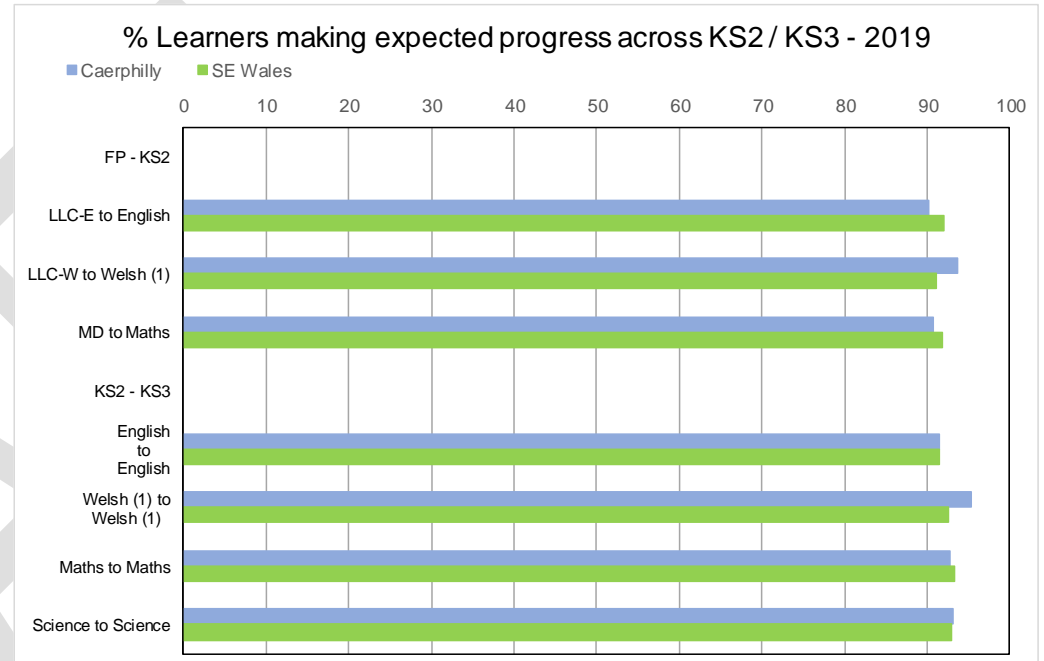
* 2019 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	282	53.9	41.5	95.4
English	1873	37.4	54.1	91.5
Mathematics	1873	48.3	44.5	92.7
Science	1873	47.3	45.9	93.1

Matching

2016 KS2 cohort	2019 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
305	286	92.5	98.6
1990	1959	94.1	95.6
1990	1959	94.1	95.6



Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	90.2	93.6	90.7	
KS2 to KS3 Expected Progress (1 Level)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	91.5	95.4	92.7	93.1

LA Summary and issues

- Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures.
- Further improve the quality of leadership across all phases of education.
- Increase the number of pupils achieving 3 A-A* at Key Stage 5.
- Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able.
- Further improve pupils' acquisition digital competency skills

Attendance/Exclusions

- Over the past 4 years, attendance at primary schools remained stable at 95.0%, and is in line with the Wales average.
- Attendance at secondary schools has increased overall since 2015, and is now above the Wales average.
- Unauthorised absence in primary schools has increased to 1.2%, although it is below the Wales average.
- At secondary schools, unauthorised absence has increased since 2015 from 1.7% to 2.0%. The Wales figure has increased from 1.3% to 1.7% in this time.

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Exclusion figures are reported by LA

- Exclusions of 5 days or fewer has increased significantly at primary level, but reduced significantly at secondary level from 2018. At secondary level the figure is above levels from 2015 and 2016.
- Since 2015/16 there has been a significant increase at primary level for exclusions of 6 days or more, although it decreased from 2018 to 2019. At secondary level, the number has substantially decreased since 2018.
- There have been 2 permanent exclusions from primary schools in 2019. There had been none since 2015.
- Secondary permanent exclusions: 2015/16 – 15; 2016/17 – 28; 2017/18 – 25; 2018/19 – 28.

Inspection/Categorisation

- The percentage of schools judged at least Good for Standards of achievement was 75%. 79% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised Green has continued to increase in 2019/20, but the percentage of schools in the amber / red categories has decreased. There are two secondary schools categorised as red from amber in 2018/19, however one school moved from red to amber. Overall, 50% of secondary schools are categorised as either red or amber and 17% are categorised as green.

Schools requiring Improvement 20-2020 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2019-2020, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2019-2020. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Bedwas High School	Crumlin High Level
Blackwood Comprehensive	Cwmcarn Primary
Idris Davies 3-18	Islwyn High School
Llanfabon Infants	Risca Comprehensive
Phillipstown Primary	Ysgol Bro Sannan
Ysgol Cwm Rhymni	Ysgol Gymraeg Gilfach Fargoed

The content of this LA Annex has been agreed by:

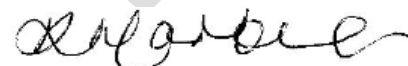
LA Director / Chief Education Officer:

Mrs. Keri Cole

Cabinet Member for Education:

Cllr. Barbara Jones

EAS Managing Director



Ms. Debbie Hartevelde

DRAFT

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EDUCATION FOR LIFE SCRUTINY COMMITTEE 24TH FEBRUARY 2020

SUBJECT: SCHOOLS CAPITAL PROGRAMME 2020/21

REPORT BY: CORPORATE DIRECTOR, EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To provide Members with details of the allocation of the 2020/21 Education Capital Programme.

2. SUMMARY

- 2.1 The report provides a breakdown of the Education Capital Budgets for the 2020/21 financial year in the context of the 3 year Capital Programme 2020/21 – 2022/23. This is subject to agreement of the budget by Special Council at its meeting on 20th February 2020.

3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of this report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure Members are kept informed of the individual schools identified as part of the 2020/21 Education Capital Programme.

5. THE REPORT

- 5.1 Special Council, at its meeting on 20th February 2020, are due to consider a medium term financial strategy 2020/21 - 2022/23. This includes a 3 year forward capital programme for Education, as follows:

Scheme	<u>2020/21</u> £'00	<u>2021/22</u> £'000	<u>2022/23</u> £'000
Additional Accommodation	221	221	221
Asset Management	591	590	590
Health & Safety	296	296	296
School Security	62	62	62
Boiler Replacement	253	253	253
	1,423	1,422	1,422

5.2 The detailed allocation of the 2020/21 budget are outlined below. Education colleagues have worked closely with both the Council's Health & Safety and Building Consultancy teams when determining the priority projects. Updated condition surveys have been undertaken in relation to all school premises which have supported the team in identifying areas for prioritisation.

5.3 Additional Accommodation £221k

5.3.1 The annual capital allocation of £221k equates to circa 1 additional classroom per annum.

5.3.2 Due to the current and increasing demand for specialist provision there is a need to increase the current capacity at The Learning Centre Glanynant by a double classroom extension and play area. This will require the budget for the financial year 2020/21 and 2021/22 for a two year investment.

5.4 Asset Management £590k

5.4.1 The following schemes have been identified through consultation with Health and Safety, Property Services and relevant schools:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> £'000	<u>LA Cost</u> £'000
<u>Primary</u>			
Coed-y-Brain	Electrical Works	42	42
Glan-y-Nant PRU	Carpark	60	60
Pantside	Waterproofing	30	30
Penllwyn	Electrical Works	12	12
Tyn-y-Wern	Electrical Works	16	16
Ysgol Ifor Bach	Damp proofing	53	53
<u>Secondary</u>			
Blackwood	Windows	30	30
Heolddu	Roof Repairs	60	60
Heolddu	Electrical Works	56	56
Heolddu	Traffic Management	20	20
Idris Davies	Windows	30	30
Lewis Girls School	New Terrapin Roofs	40	40
Newbridge	Traffic Management	35	35
Risca	Heating	33	33
St Cenydd	Roofing	40	40
St Martins	Electrical Works	33	33
Total		590	590

5.5 Health & Safety £296k

5.5.1 The following schemes have been identified through consultation with Health and Safety, Property Services and relevant schools:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<i>50/50 Schemes</i>					
Primary					
Bryn	Resurfacing	15	5	5	5
Cwmaber Infants	Flooring	20	10	10	0
Cwmfelinfach	Resurfacing	20	6.7	6.7	6.7
Glyn Gaer	Flooring	10	5	5	0
Glyn Gaer	Fire Break Walling	10	5	5	0
Llanfabon	Toilets	20	10	10	0
Machen	Resurfacing	20	6.7	6.7	6.7
Pantside	Toilets	12	6	6	0
Pengam	Resurfacing	12	4	4	4
Penllwyn	Toilets	10	5	5	0
Pontllanfraith	Resurfacing	22	7.3	7.3	7.3
Tyn-y-wern	Toilets	10	5	5	0
Waunfawr	Toilets	30	15	15	0
Secondary					
Idris Davies	Resurfacing	30	10	10	10
Risca	Fire Doors	30	15	15	0
St Cenydd	Toilets	30	15	15	0
St Cenydd	Heating	40	20	20	0
St Martins	Toilets	100	50	50	0
St Martins	Resurfacing	15	5	5	5
St Martins	Walkways resurfacing	15	7.5	7.5	0
<i>100% LA Funded</i>					
Bedwas High	Asbestos / Flooring	30	30	0	0
Blackwood	Asbestos / Flooring	10	10	0	0
Total		511	253.2	213.2	44.7

Figures shown are the gross scheme costs.

5.6 School Security £62k

5.6.1 The following schemes have been identified through consultation with Health and Safety, Property Services and relevant schools:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<i>50/50 Schemes</i>					
Primary					
Cefn Forest	Site Security	20	6.7	6.7	6.7
Trinant	CCTV	10	3.3	3.3	3.3
Trinant	Alarmed Doors / Security	15	5	5	5
Ysgol Penalltau	Site Security	15	15		

YG Trelyn	Site Security	20	6.7	6.7	6.7
YGG Y Castell	Office Safety	15	5	5	5
Secondary					
St Cenydd	CCTV	10	3.3	3.3	3.3
St Martins	Security Doors	30	10	10	10
Total		135	55	40	40

Figures shown are the gross scheme costs.

5.7 School Boiler Replacements £253k

5.7.1 There are 3 priority schemes identified as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> £'000	<u>LA Cost</u> £'000
Primary			
Rhiw Syr Dafydd	Replacement Boiler	75	75
St Helens RC	Replacement Boiler	80	80
Secondary			
St Martins	Replacement Boiler	50	50
Total		205	205

5.8 Revenue/Capital – to be funded from balances

5.8.1 The 2018/19 Budget Proposals removed the 50/50 scheme budget and agreed the use of LMS contingency balances in the sum of £830k to support the projects for the next three years. 2020/21 is the final year of that current agreement.

5.8.2 The following schemes have been identified through consultation with Health and Safety, Property Services and relevant schools:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> £'000	<u>LA Cost</u> £'000	<u>School Cost</u> £'000	<u>Risk Mgt</u> £'000
<i>50/50 Schemes</i>					
Primary					
Aberbargoed	Outdoor Learning Areas	14	7	7	0
Bedwas	Soffits and Fascia's	15	7.5	7.5	0
Coed y Brain	Roofing	25	12.5	12.5	0
Fleur de Lys	Damp Proofing	10	5	5	0
Hendre Infants	Roofing	30	15	15	0
Libanus	External Wall	20	10	10	0
Markham	Windows	30	15	15	0
Nany-y-Parc	Wet Area Refurbishments	15	7.5	7.5	0
Pantside	Perimeter Fencing	15	7.5	7.5	0
Penllwyn	Roofing	15	7.5	7.5	0
Pontllanfraith	Windows	12	6	6	0
St Gwladys Bargoed	Roofing	20	10	10	0
Tir-y-Berth	Windows	10	5	5	0
Twyn	Windows	10	5	5	0
Wunfawr	Drainage	10	5	5	0

Whiterose	Outdoor Learning Area	14	7	7	0
YG Trelyn	Windows	10	5	5	0
Ysgol y Lawnt	Windows	12	6	6	0
Ystrad Mynach	Internal Ceiling	20	10	10	0
Secondary					
Bedwas	Technology Kitchen Upgrade	30	15	15	0
Idris Davies	Science Lab Upgrade	14	7	7	0
Risca	Science Lab Upgrade	100	50	50	0
St Martins	Electrical Works	20	10	10	0
Total		471	235.5	235.5	0

Figures shown are the gross scheme costs.

- 5.8.3 The above allocations result in uncommitted sums of £42.8K against Health & Safety budget, £7K against the Schools Security budget and £48K against School Boiler budget. This will allow for any small project variations and any urgent spends in these areas throughout the remainder of the academic year to be undertaken.

6. ASSUMPTIONS

- 6.1 The above figures are indicative costs based on input from the Building Consultancy team and Health and Safety. The assumption is made that the actual cost of the works will come in line with the estimates. A contingency has been factored in as part of the uncommitted sums as summarised in 5.8.3 for any unforeseen factors.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 The report considers the use of capital resources within Education to ensure the Council's key strategies are best achieved.
- 7.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.
- 7.3 The report maximises our contribution to the Well-being Goals of the Well-being of Future Generations Act (Wales) 2015, as listed below:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and.
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The Well-Being of Future Generation (Wales) Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. It requires public bodies to think more about the long-term, working with people and communities, looking to prevent

problems and take a more joined up approach. This will create a Wales that we all want to live in, now and in the future. The Act puts in place seven well-being 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.

8.2 The Act sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. In using the sustainable development principle it is incumbent that the authority considers the whole of the population it serves and considers the effect of its actions on future generations. The principle, also known as the five ways of working is assessed below:

- **Long Term** - Forecasting of pupil numbers has been utilised to identify the demand for school places to ensure sufficient Educational places in our schools. This information has been used to prioritise schools within the SOP.
- **Prevention** - Improving the quality of the Education estate generally will support pupils in their long term education and skills outcome in that they are more likely to succeed if their Educational experience is positive.
- **Integration** - The 21st Century Schools Programme is subject to BREEAM and Community Benefits of individual proposals are assessed and monitored for their impact on the Welsh economy. The proposals are also part of a strategy to promote Welsh Language and Culture.
- **Collaboration** – The 21st Century Schools Programme is collaboration between the Council and Welsh Government to improve the quality of the Education estate.
- **Involvement** – Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders, e.g. parents, pupils and the local community. Collaborative partnership working between 21st Century Schools and the Early Years Division who work with the voluntary sector.

9. EQUALITIES IMPLICATIONS

9.1 Many of the initiatives contained within the Education capital budget seek to address equality issues.

9.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

9.3 The specific proposals for 2020/21, where relevant, comply with the strategy.

10. FINANCIAL IMPLICATIONS

10.1 These have been outlined in the report.

10.2 The report sets out allocations for the 2020/21 financial year.

11. PERSONNEL IMPLICATIONS

11.1 No direct personnel implications.

12. CONSULTATIONS

12.1 The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

13. STATUTORY POWER

13.1 The School Standards and Framework Act 1998.
The Learning and Skills Act 2000.
Equality Act 2010.

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Christina Harrhy, Interim Chief Executive
Richard Edmunds, Corporate Director Education & Corporate Services
Dave Street, Corporate Director, Social Services & Housing
Keri Cole, Chief Education Officer
Steven Harris, Interim Head of Business Improvement Services
Councillor Barbara Jones, Deputy Leader -Cabinet Member, Education & Achievement
Councillor Teresa Parry, Chair of Education for Life Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education for Life Scrutiny Committee
Robert Tranter, Head of Legal Services and Monitoring Officer
Lynne Donovan, Head of People Services
Jane Southcombe, Financial Services Manager
Mark Williams, Interim Head of Property Services
Andrew Young, Client Manager, Building Consultancy Services
Emma Townsend, Health & Safety Manager
Ros Roberts, Business Improvement Manager.

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH FEBRUARY 2020

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

**REPORT BY: RICHARD EDMUNDS, CORPORATE DIRECTOR FOR
EDUCATION AND CORPORATE SERVICES**

1. PURPOSE OF REPORT

- 1.1 To consult with Members on the Education Other Than At School (EOTAS) Strategy and to seek their views prior to consideration of Cabinet.

2. SUMMARY

- 2.1 This report introduces the EOTAS Strategy which is attached as Appendix 1. The Strategy has been developed in consultation with schools and will be considered by Cabinet in April.

3. RECOMMENDATIONS

- 3.1 That Members note the content of this report and provide their views prior to its presentation to Cabinet on the 22nd April 2020.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To consult Members on the EOTAS Strategy so their views can be represented in the coming Cabinet report.

5. THE REPORT

- 5.1 The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners.
- 5.2 The Local Authority (LA) has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.

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 Corporate Plan –

Wellbeing Objective 1 – Improve Education Opportunities for all

Shared Ambitions Strategy –

To raise standards and ensure our learners are healthy, confident, proud and ambitious and can benefit from high quality educational opportunities, settings and experiences.

- 7.2 As well as the above links to Council Policies, the report can also be linked to:

SEN Code of Practice for Wales (2002)

Exclusion from Schools and Pupil Referral Units Guidance (2015)

SEN and Inclusion Strategy

Education in Wales: Our National Mission

EOTAS: Framework for Action (2017)

Equality and Equity in Education (2017)

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 and more specifically for the principles noted below.

- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to support and work with schools to promote a common moral purpose in managing a spectrum of learners' behavioural needs. Promote early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable behaviour model.
- Prevention – Implementing effective early intervention strategies and support working collaboratively with schools, and all other service providers will reduce the need for more intensive interventions later in learner's educational pathways. This will be balanced against having effective identification systems and referral routes identified to support learners during their educational journey.
- Integration – The behaviour and wellbeing of all Caerphilly learners leads to a more prosperous and healthy adult population

- Collaboration - . Working collaboratively with other service providers such as health, social and youth services provides a more cohesive approach to managing the behavioural needs identified within the education system.
- Involvement – All stakeholders need to be full participants in this behavioural model development to support and challenge and enhance the development itself. This will be at a local, regional and national level. This approach will lead to increased outcomes for all learners as they progress into adult hood and become meaningful contributors to living and working Caerphilly

9. EQUALITIES IMPLICATIONS

- 9.1 Council’s full Equalities Impact Assessment (EIA) process is adhered to at all times. In writing the strategy the LA has focused on the philosophy that all learners will have equality of opportunity and the right to receive a high quality education. Specifically this strategy outlines how this will be achieved for the most vulnerable learners in the LA. The Equalities Impact Assessment (attached as Appendix 2) indicates there is no potential for discrimination.

10. FINANCIAL IMPLICATIONS

- 10.1 Rising numbers of young people accessing educational provision outside of mainstream schools continues to put an increasing strain on the Authority’s budget. It is recognised that this financial pressure, which is an on-going overspend, needs to be resolved. The EOTAS Strategy will have implications from both a capital and revenue perspective which will require further consideration. Proposals to develop a Centre for pupils age 12 through to 18 are currently being developed under 21st Century Band B proposals, whilst the revenue implications will need to be reviewed as the “working” details of the model develop.
- 10.2 The purpose of this report is to consider the Strategy for this area of provision. From a financial perspective a further report will need to follow and consider funding linked to a change in the delivery model.”

11. PERSONNEL IMPLICATIONS

- 11.1 The purpose of this report is to consider the Strategy for this area of provision. From a personnel perspective a further report will need to follow and consider change in staffing of delivery model.”

12. CONSULTATIONS

- 12.1 The strategy has been developed in consultation with schools.

13. STATUTORY POWER

- 13.1 Education Act 1996
 Equality Act 2010
 United Nations Convention On The Rights Of The Child
 Inclusion and Pupil Support Guidance Welsh Government 2016

Author: Keri Cole, Chief Education Officer

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Consultees:

Christina Harray, Interim Chief Executive

Dave Street, Corporate Director Social Services

Richard Edmunds, Corporate Director, Education and Corporate Services

Sue Richards, Head of Education Planning & Strategy

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Sarah Mutch, Early Years Manager

Jane Southcombe, Finance Manager

Paul Warren, Lead for School Improvement

Councillor Teresa Parry, Chair Education for Life Scrutiny Committee

Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee

Councillor Barbara Jones, Cabinet Member for Education & Achievement

Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)

Ros Roberts, Performance Management

Rob Tranter, Legal Services

Steve Harris, Interim Head of Business Improvement Services

Background Papers:

Appendices:

Appendix 1 The EOTAS Strategy

Appendix 2 EOTAS Presentation

Appendix 2 Equalities Impact Assessment

Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol

Directorate of Education and Corporate Services

EOTAS Strategy



Background

The Local Authority (LA) is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education, no matter where that education may be delivered (as set out in the United Nations Convention on the Rights of the Child (Article 28)).

Caerphilly County Borough Council recognises that children and young people who may require provision outside of school at a given time, that is Education Other Than At School (EOTAS) provision, are some of our most vulnerable learners. These children and young people often come from chaotic and challenging backgrounds. They can frequently experience family breakdown and mental health issues, and are often exposed to substance misuse and domestic violence. It is no surprise, therefore, that these children and young people often have less positive learning outcomes than their peers.

Section 19(1) of the Education Act 1996 gives local education authorities the power to make 'arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them,' (Great Britain, 1996).

In realising our commitment towards this vulnerable group of learners, we must focus upon what is important for the individual, and what will work best for them. In this regard the pupil voice is vital. The principles here are consistent with the Welsh Government approach to reshaping the Additional Learning Needs (ALN) agenda in terms of person centred practice.

Underpinning this is the undertaking to ensure:

- a core entitlement for all learners
- a high quality workforce who have access to appropriate professional learning
- a high quality bespoke curriculum and progression pathway for learners
- a focus on reintegration into mainstream education
- collaboration and partnership working is a priority

- a focus on preventative strategies to:
 - make sure that any additional support needs that children have are recognised as early as possible
 - appropriate intervention is in place as early as possible
 - reduce the number of children and young people requiring alternative provision as far as possible, linked to appropriate early intervention
 - suitable arrangements are made to avoid exclusion
 - reduce the numbers of young people who are becoming Not in Education, Employment or Training (NEET)
- clear processes and procedures
- rigorous monitoring and evaluation
- excellent leadership and management

Current Context

The LA has rigorous and robust established processes for identification and provision for those who require education other than at school (EOTAS). Both nationally and locally the number of those pupils in need of this provision have increased. Currently, there is provision within Caerphilly as well as access to procured external providers. This provision can vary considerably in terms of cost and quality. Through our self-evaluation, we have concluded that current provision could be further developed and enhanced in order to improve pupils' outcomes and value for money. It is the Council's priority to provide the best possible education for all pupils, particularly those most vulnerable to under-achievement. There is a commitment and determination to develop a centre of excellence through a portfolio Pupil Referral Unit (PRU) approach to ensure an enhanced offer which will meet the needs of all pupils and provide a bespoke pathway appropriate to their needs. Following consultation with schools, providers and pupils, it is clear that we are in a position to proceed to significant change in how this service will work.

A new centre for vulnerable learners will be aspirational and will be established to deliver the best in terms of learning experiences and support for wellbeing.

An expanded Pupil Referral Unit (PRU) will be the hub and, as part of its portfolio, there will be a primary phase PRU (The Learning Centre), youth education settings (Innovate), as well as strong links with schools through Learning Pathways Centres (LPCs) and the delivery of tuition. Bespoke packages will continue to include links with outdoor education and the colleges.

Pupils will be assessed to identify appropriate pathways and interventions required. These interventions will be monitored for impact. There will be access to an appropriate behaviour curriculum and relevant therapies, as well as continued involvement in enrichment activities. As often as possible, pupils will be reintegrated into mainstream provision. It will be important to forge strong working relationships with all partners and to extend support to families.

The Vision

Schools across the authority share the same commitment to Inclusion. In accordance with this, the development of Wellbeing is prominent in all improvement plans and professional learning opportunities. In nearly all cases, disengagement with learning, individual needs and challenging behaviour are addressed and resolved in mainstream school. In a very few instances however, it is evident that individual needs cannot be met at a mainstream school and, under such circumstances, the local authority is developing Cwmpawd.

Cwmpawd / *Compass* is based on the following principles:

- We are all committed to equity and excellence
- Every young person deserves the best start in life
- No successful journey was ever made without a passport and a guide book
- We all need to stop now and again to check we are travelling in the right direction
- The future prosperity of our communities and nation depend on what we do today.

Cwmpawd will be the LA's EOTAS provision with its budget managed by the Headteacher.

Students at Cwmpawd will continue their educational journey in order to grow as lifelong learners. They will develop as ambitious, enterprising, ethically informed and healthy citizens of Wales.

Students will be referred to Cwmpawd via the half-termly panel. Aligned with the principles of collaboration and integration, and with student-voice at the forefront of all decisions made, multi-agency working will ensure effective placement initially within Cwmpawd and then subsequently to the most appropriate satellite provision.

Referrals will be received at set times throughout the school year. They will be scrutinised by members of the Behaviour Support Service, Educational Psychology team and other senior members of the Inclusion Service. When it is clear that the graduated response policy has been followed and that the appropriate professionals have been involved with the young person, the referral to panel will be authorised.

At panel the discussion will centre around individual learning and wellbeing need. Staff from all provisions will attend along with representatives for the Behaviour Support, Educational Psychology and Statutory teams. Once decisions are made, there will be appropriate timescales to ensure clear communication and seamless transition.

Cefnogaeth (Support) meetings are the hallmark of the work we will undertake to ensure that from an emotionally and physically perspective, our students are able to learn and make progress in our environment. Following the initial meeting set as part of the transition phase, regular dates will be set to discuss bespoke curriculum and intervention needs, review progress and re-integration plans. These will also ensure that all statutory duties are undertaken correctly where additional learning needs have been identified. Ensuring the appropriate people are round the table, including

representatives from mainstream schools, increase the probability of progress and potential re-integration. Appropriate partners will work together to maximise opportunities for success.

Learning and ambition will be at the heart of what we do. All students within Cwmpawd will develop their own **targets** that run alongside agreed targets developed by staff and parents. As part of our self-evaluation and quality assurance calendar, progress towards targets meetings will be held on a termly basis at Cwmpawd and all satellite provisions.

The hub of Cwmpawd will be our Centre for Vulnerable Learners (CVL). Within this building there will be a combination of classrooms, working spaces, intervention and calm rooms. Facilities will include dedicated staff areas for both relaxation and professional learning, a library for students and facilities for both families and the community to share the work the young people are doing. We will have specialist expressive arts and digital media suites alongside the partnering health facilities.

Students will be transported to and from Cwmpawd.

Alongside the CVL we will have a discrete KS2 / 3 provision at **The Learning Centre, Glanynant**, providing education for pupils experiencing social emotional and behavioural difficulties.

As with all of our provisions, students will be supported here to help them learn to understand and manage their emotions and improve their behaviour before a possible return to mainstream.

Further satellite provisions will include the current **Innovate** project which is run in conjunction with the Youth Service. This Project based on two sites allows young people to grow in confidence, self-esteem and independence by learning new skills. Bespoke learning plans are utilised on each site with the focus on self-regulation and behavioural needs.

The **HIVE** is a small group setting with a high ratio of adult support for pupils that have reported high levels of anxiety who may be supported by Caerphilly My Support Team (CMyST), Child and Adolescent Mental Health Services (CAMHS) or open to Social Services. It is underpinned by Emotional Literacy Support Assistants (ELSA), Thrive and Mindfulness. Pupils have a Pathway Plan which identifies transition need and support. Programmes support pupils and include GCSE & Entry Pathways and Youth Work qualifications.

In addition to the above, Cwmpawd work with school current Learning Progress Centres (**LPC**) provisions to support young people as they transition back towards mainstream education. Our centre at Lewis Pengam focuses specifically on intervention to facilitate a short turnaround whilst the centre at Heolddu caters for high functioning Autistic Spectrum Disorder (ASD) students.

All students will receive a broad and balanced **curriculum** as part of their entitlement. This will allow them to focus appropriately on all Areas of Learning, to address individual learning needs and relevant therapies. The bespoke interventions at each centre will help distinguish Cwmpawd from other mainstream schools.

Where this is not possible within Cwmpawd, partnerships will be developed so that resources within mainstream schools are used.

Collaboration with the authority's Caerphilly Adventures Group and Positive Futures will allow us to expand our curriculum offer further, whilst utilisation of Coleg Gwent and independent providers will ensure specialisms can be followed where appropriate.

As part of our extra-curricular programme students will conduct visits to areas of significant local and national interest, have the opportunity to go to the theatre, spectate at live sporting events, represent Cwmpawd at various competitions and attend places of worship.

We recognise that all our young people require a passport (in the form of formal qualifications) and a guide book (in the form of emotional and wellbeing support) in order to allow them to successfully navigate adult life and make a positive contribution to society.

Our curriculum will deliver a blend of both.

Skills are fundamental to progress. Whilst Literacy, Numeracy and the Digital Competence Framework (DCF) form the basics, these are intertwined with the development of thinking skills, resilience, creativity, collaboration and innovation as we instil in the young people the skills necessary to exist and thrive in adult life.

Staff at each centre will deliver lessons on site, in the community and will work as part of our outreach service within mainstream schools.

Interventions will focus on Adverse Childhood Experiences (ACE) and trauma informed practice to support students. We will also follow a Human Givens approach with Thrive - (an approach to develop healthy, happy and confident children) and ELSA being at the heart of training and work. Whilst the majority of our time will be spent working directly with young people, staff will also allocate intervention and educational work with friends and family members of the young people at Cwmpawd.

Within Cwmpawd there will be a clear leadership structure to ensure vision and aims are realised. The Headteacher is joined by a Professional Learning lead, Additional Learning Needs Co-ordinator (ALNCO) and Designated Safeguarding Officer to ensure both staff and students are supported, challenged and make the progress expected.

As an organisation we are committed to the principles underlying **Schools as Learning Organisations**. All staff are committed to professional growth and an extensive menu will be available to commit to action based research and aspire to be a better teacher are all underpinned by the Professional Standards for Teaching and Leadership.

The development of Cwmpawd will allow us to refine the work of the Behaviour Support Service. The team will deliver professional development sessions, interventions at student and adult level, both within Cwmpawd and in mainstream schools.

Therapeutic approaches

It is well recognised that experiences in childhood can affect us throughout our life and can lead to long term harm. In the context of education this may impact on engagement in education, academic performance and outcomes. Supporting children's wellbeing is therefore essential.

In order to ensure that all children can access the educational opportunities available the Council works in partnership with the consortia, Health Services and Social Care to provide a range of services that support the development of wellbeing (physical and emotional).

People who know young people well are best placed to identify wellbeing concerns, build resilience and deliver low-level therapeutic input.

Relationships between pupils, young people in EOTAS settings, teachers, youth workers and parents are key to developing safe and healthy schools where young people are able to achieve and there should be clear mechanisms and structures which support positive relationships.

In order to support the most vulnerable learners services such as educational psychology and school based counselling are continuing to develop the range of interventions and training to ensure that schools build capacity to address emerging needs (see Wellbeing Strategy 2020).

In relation to children who may require provision outside of school the Council is committed to developing the support to the portfolio of provisions and enhancing this in line with Welsh Government vision.

A person centred approach, robust assessment of need, and early identification are underpinning principles of the strategy. Services will continue to develop in order to ensure that children's needs are clearly understood on the basis of a comprehensive set of information and that interventions are targeted appropriately whether from school based or more specialist services.

Monitoring and Evaluation

Key Performance Indicators for this service exist at individual, satellite provision and Cwmpawd level. Standards in relation to qualifications gained, average points score, and attendance and exclusions will be tracked in detail. Progress towards targets meetings ensure starting points are also taken into consideration when measuring performance.

Bespoke wellbeing measures are fundamental in the progress of Cwmpawd to ensure interventions are appropriate and re-integration a realistic outcome.

Rates of re-integration and progression pathway planning which impact on NEET figures will contribute significantly to the range of performance measures we use.

The Headteacher for Cwmpawd will develop and implement an extensive self-evaluation calendar which ensures all areas are scrutinised and actions within the Improvement Plans will be monitored. Progress towards targets meetings will be supplemented by observations, learning walks, stakeholder engagement events and work scrutiny. Responding to the Pupil Voice will be a priority and Cwmpawd will engage in support and challenge activity provided by the Education Achievement Service (EAS).

The development of the Management Committee will ensure progress is challenged and celebrated each term and attendance of senior members of the LA within this committee will provide further rigour.

At local authority, reports will be generated at all levels from Senior Management Team through to Cabinet to ensure the work carried out on a daily basis is aligned with the corporate aims and vision.

The impact of this strategy will be reviewed annually and pupil outcomes will be reported at Senior Management Team and Scrutiny Committee meetings.

Links to other strategies / key documents

Welsh Government - Inclusion and Pupil Support 203/2016

Public Health Wales – Report 1 Aces

Estyn – Happy and Healthy (2019)

Estyn – Education other than at school (2016)

Public Policy Institute for Wales: Promoting Emotional Health, Well-being, and Resilience in Primary Schools 2016

National Behaviour and attendance review (2008)

Wellbeing of Future Generations Act

Additional Learning Needs Act (2018)

Shared Ambitions (2019)

Behaviour Strategy (2020)

Wellbeing strategy (2020)

Inclusion and ALN Strategy (2020)

Managed Moves Policy

Elective Home Education Protocol

Safeguarding Policy

Every Child's Entitlement

(EOTAS Strategy)

Appendix 2

Education for Life Scrutiny

24th February 2020

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Context

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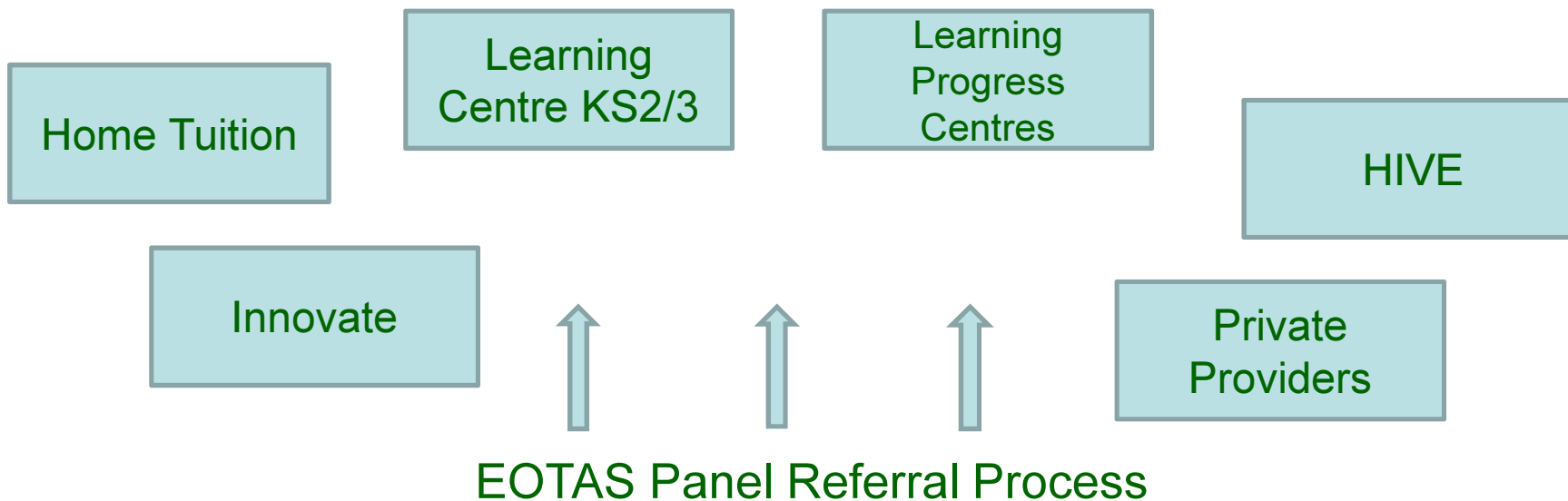
Ambition

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Currently

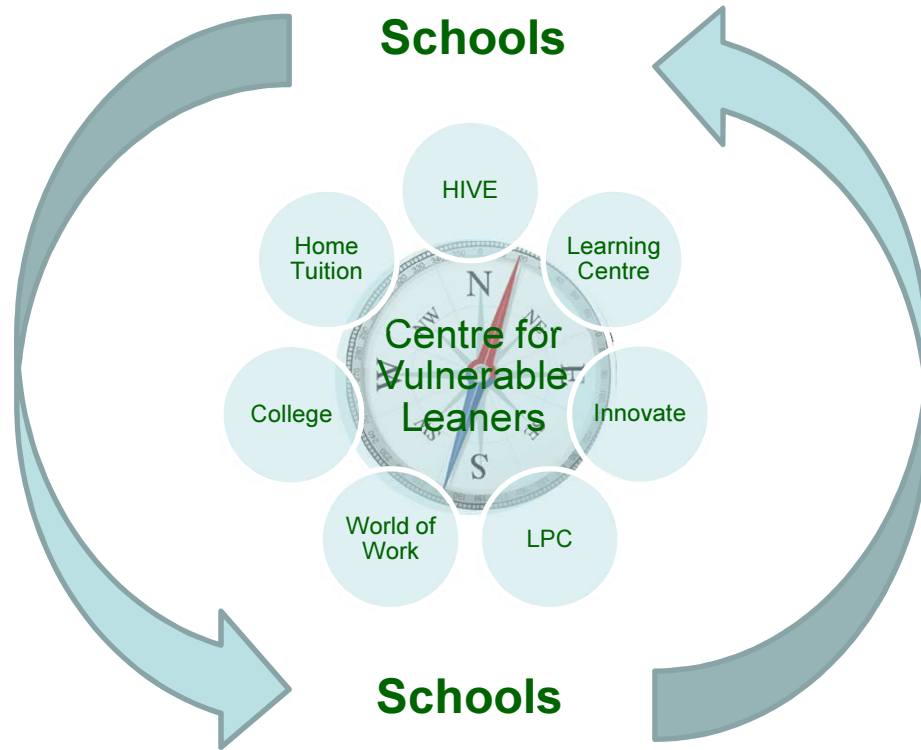


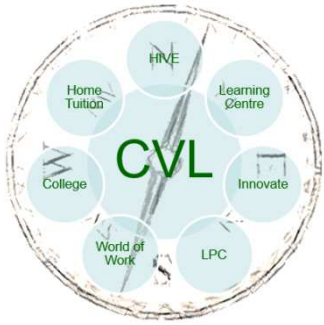
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Schools

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Proposed

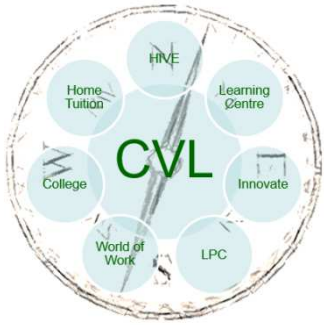




What next?

A greener place Man gwyrdach





Questions

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EQUALITY IMPACT ASSESSMENT FORM

July 2019

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- | | |
|----------------------------------|----------------------------------|
| • Age | • Race |
| • Disability | • Religion, Belief or Non-Belief |
| • Gender Re-assignment | • Sex |
| • Marriage and Civil Partnership | • Sexual Orientation |
| • Pregnancy and Maternity | • Welsh Language* |

* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL*	EOTAS strategy
DIRECTORATE	Education & Lifelong Learning
SERVICE AREA	LEI
CONTACT OFFICER	Sarah Ellis Rhys Evans
DATE FOR NEXT REVIEW OR REVISION	July 2020

***Throughout this Equalities Impact Assessment Form, ‘proposal’ is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council’s work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council’s Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The EOTAS strategy outlines the ambition of the LA to meet the needs of all vulnerable learners and how this will be achieved.</p> <p>The LA aims to ensure that there is</p> <ul style="list-style-type: none">• a core entitlement for all learners• a high quality workforce who have access to appropriate professional learning• a high quality bespoke curriculum and progression pathway for learners• a focus on reintegration into mainstream education• a focus on collaboration and partnership working• a focus on preventative strategies to:<ul style="list-style-type: none">• make sure that any additional support needs that children have are recognised as early as possible• appropriate intervention is in place as early as possible• reduce the number of children and young people requiring alternative provision as far as possible, linked to appropriate early intervention• suitable arrangements are made to avoid exclusion• reduce the numbers of young people who are becoming Not in Education, Employment or Training (NEET)• clear processes and procedures• rigorous monitoring and evaluation• excellent leadership and management
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <ul style="list-style-type: none">• Young people who at a given point in time are assessed as being unable to access education through mainstream opportunities and are therefore at risk of exclusion from mainstream provision and of becoming NEET• Head Teachers and school staff• LA staff• Parents / cares• Community• Alternative providers

IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</p> <p><i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>;</p> <p>The Local Authority (LA) is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education. The proposal will ensure that for all learners whose educational opportunity may not be accessed through mainstream settings there is equality of access to appropriate pathways and relevant interventions.</p>
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4	<p>Is your proposal going to affect any people or groups of people with protected characteristics?</p> <p><i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i></p> <p>There are no negative consequences. The positive consequences for young people are greater support to remain in education and training. The service will be delivered to vulnerable young people regardless of race, gender, sexuality, language or religious belief.</p>
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Protected Characteristic	Positive, Negative, Neutral	What will the impact be? If the impact is negative how can it be mitigated?
Age	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Disability	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Gender Reassignment	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Marriage & Civil Partnership	NA	
Pregnancy and Maternity	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a

		school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Race	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Religion & Belief	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Sex	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Sexual Orientation	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>The proposed strategy could have a positive effect on the opportunity for persons to use the Welsh language. The LA is committed to developing opportunities for provision to be delivered through the medium of Welsh where possible. As part of any recruitment process the ability to speak Welsh would be considered to be desirable</p>
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INFORMATION COLLECTION

6	<p>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users. <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>Welsh Government and Estyn have historically reviewed practices in relation to pupil placement and EOTAS. This information as outlined below has been used as the context for developing the LA Strategy in terms of effective practice and legislation whilst developing this strategy. We have also considered self-evaluation findings from our current practice whilst looking to develop this strategy.</p> <p>Estyn:– Effective use of managed moves(2018) Healthy and Happy (2019) Pupil registration practices(2019) Eotas (2016)</p> <p>Welsh Government: Framework for action (2017) Statistical release (EOTAS)</p> <p>Welsh Government are currently reviewing processes and procedures in relation to PRUs and reviewing EOTAS guidance for delivering and commissioning services. Caerphilly officers are part of the advisory group for Welsh Government linked to this work and therefore can keep up to date with any relevant changes.</p>
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CONSULTATION


7	<p>Please outline the consultation / engagement process and outline any key findings. <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>There is an ongoing audit of current provision including stakeholder feedback (student voice). This will be ongoing.</p> <p>The strategy has been circulated to all headteachers within Caerphilly. It has also been shared with senior members of the local authority for consultation. All of the initial responses at this point have been positive.</p>
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MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>This development is a priority in the Service improvement plan and will be monitored through the Directorates self evaluation processes.</p> <p>Rigorous monitoring and evaluation process will be developed as part of the strategy itself including improvement actions, target setting, progress towards targets, and stakeholder engagement activities.</p> <p>There will also be engagement with EAS in their role to support and challenge schools.</p> <p>Provision will be subject to Estyn Inspection.</p>
9	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>Progress will be monitored through Education SMT, the management committee and Education Scrutiny Committee.</p>
10	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Training needs will be continually evaluated in light of National developments and Service developments and linked through the PDR process.</p>
11	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>None identified.</p>
12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>The assessment will form part of the appendices of the report to cabinet.</p>

13	<p>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</p> <p style="text-align: right;">Please tick as appropriate:</p> <p>No major change – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p>Adjust the proposal – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p>Continue the proposal – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p>Stop and remove the proposal – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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Form completed by:	
Name:	Sarah Ellis / Rhys Evans
Job Title:	Lead for Inclusion and ALN / Head of provision for vulnerable learners
Date:	10.2.2020

Head of Service Approval	
Name:	Keri Cole
Job Title:	Chief Education Officer
Signature:	
Date:	10.2.2020



EDUCATION SCRUTINY COMMITTEE 24TH FEBRUARY 2020

SUBJECT: WALES AUDIT OFFICE REPORT OF THE FLYING START PROGRAMME

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 Members note and discuss the content of the report and the Wales Audit Office presentation as well as the progress made since the WAO report.

2. SUMMARY

- 2.1 During Spring 2019 Wales Audit Office conducted an examination of the step in Objective 1 of the Caerphilly CBC Wellbeing Plan. The conclusion demonstrated many positive examples and areas for improvement which were incorporated into the Education Service Improvement Plan under the Early Years Operational Plan 2019.

3. RECOMMENDATIONS

- 3.1 That Members note and discuss the content of the report and presentation by Wales Audit Office as well as the progress made since the WAO report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Compliance with the Wellbeing of Future Generations (Wales) Act 2015.

5. THE REPORT

- 5.1 The Wales Audit Office (WAO) conducted an examination of how the Caerphilly CBC Wellbeing Plan acted in accordance with the sustainable development principles (five ways of working), which was developed in response to the Future Generations and Wellbeing Act. Wellbeing Objective 1 is to Improve Education Opportunities for All, of which Increase the access, take up and attendance of the Flying Start Programme was the first step.
- 5.2 The WAO conducted field work interviewing strategic and operational delivery partners as well as conducting workshops with professionals and parents involved in delivery of the programme.
- 5.3 The WAO concluded that:

- 5.4 The Council can identify longer term benefits for individual families who engage with the Flying Start Programme, but the Council could consider ways to track and evidence longer-term impacts for all families eligible for the Programme.
- 5.5 Prevention is an inherent part of the Flying Start Programme and the Council has tailored its approach to the local population, but it should consider different ways to maximise the preventative ways the programme could bring.
- 5.6 The Council demonstrates a good understanding of integration and is making progress towards a more integrated approach to delivering its Flying Start Programme.
- 5.7 Collaboration is an inherent part of the Flying Start Programme and the Flying Start team are collaborating well internally and externally.
- 5.8 The Flying Start team has a well-developed approach to using views of parents to inform the design of services and has established a positive working relationship with the local Parent Network.
- 5.9 A workshop held to present the findings resulted in an action plan which was incorporated into the Early Years Operational Action Plan as part of the Education Service Improvement Plan.
- 5.10 The recent update from the action plan shows progress to date Appendix 1.
- There are greater links between Flying Start parenting and employability programmes.
 - St James parents have formed their own constituted group who delivered their own community Christmas party for 100 children and are now starting from January to run reception in the Integrated Children Centre.
 - Parent Champions' feedback is shaping future delivery development.
 - Early Years Transformation programme has developed a regional approach and delivery model of integrated working for implementation in spring 2020. The model aims to support families in need across a community of both Flying Start and non-Flying Start postcodes. It aims to ensure those in need have appropriate support through an integrated collaborative model based on family feedback case stories and case files and professional feedback on barriers to support and complexity of the system currently.

5.11 **Conclusion**

The examination found that: in taking this step and acting in accordance with the Flying Start Programme, the Council has a number of positive examples of how it has taken account of the sustainable development principle, particularly in collaboration and prevention. However, the Council recognises that there is more to do to consistently embed all five ways of working and could strengthen its involvement to secure increased take up and attendance and ensure that it is working in a fully integrated way.

6. **ASSUMPTIONS**

- 6.1 There are no assumptions to be made within this report.

7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 **Corporate Plan 2018-2023.**

The Wales Audit Office examined how the sustainable development principles are applied in one of the steps in the Corporate Well-being Objectives:

Objective 1 - Improve education opportunities for all

8. WELL-BEING OF FUTURE GENERATIONS

8.1 The report contributes to the Well-being Goals:-

- A prosperous Wales*
- A resilient Wales*
- A healthier Wales*
- A more equal Wales*

8.2 The report demonstrates action taken in regard to the sustainable development principles:

- Long Term – The importance of balancing short-term needs with the need to safeguard the ability of future generations to meet their long-term needs
- Prevention - How acting to prevent problems occurring, or getting worse, may help public bodies meet their objectives
- Integration – Considering how the public body’s well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
- Collaboration – Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
- Involvement – The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

9. EQUALITIES IMPLICATIONS

9.1 The Flying Start Programme targets those living in the most disadvantaged communities enabling positive discrimination for those children living in poverty. The Flying Start childcare placements actively promote Welsh medium to enable positive engagement with the Welsh language.

10. FINANCIAL IMPLICATIONS

10.1 There are no financial implications of this report as any resources required have been incorporated into existing resources.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications of this report.

12. CONSULTATIONS

12.1 All views in the consultation are contained within this report.

13. STATUTORY POWER

13.1 Wellbeing of Future Generations (Wales) Act 2015

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Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
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Councillor Barbara Jones, Cabinet Member for Education & Achievement
Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee
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
Steve Harris, Interim Head of Business Improvement Services
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation
Ros Roberts, Business Improvement Manager.

Background Papers: Chronology of development of the Flying Start Programme.

Appendices:

- Appendix 1 Action Plan update.
- Appendix 2 Presentation by Wales Audit Office of the content of the report.
- Appendix 3 Wellbeing of Future Generations: An examination of improving the take up of the Flying Start Programme – Caerphilly County Borough Council, March 2019.
- Appendix 4 Briefing paper of the Flying Start Programme for WAO.

Appendix 1 - Number and reference of action	Name of Report	Appendix 1 - Regulator Proposal	Action	PREVIOUS UPDATE	Service Officer Responsible	When will be completed by	CURRENT UPDATE - JANUARY 2020	Status	Percentage completed
WAO Ref 1073A2019	Well-being of Future Generations - An examination of improving take up of the Flying Start Programme	Areas for Improvement - Long term: Council has started to track data on outcomes for children and consideration is needed for tracking parental outcomes	1. Develop a system to link to the employability / legacy programmes to track parental outcomes in tackling poverty. 2. Deliver training on and explore the use of the family resilience tool by frontline staff to track outcomes	1. A joint meeting was held between Family Support, Legacy and Employability leads to plan implementation of how to track parental transition to employability programmes 2. Resilience training has been delivered across different target groups. Evaluations were very positive and next steps identified.	Sarah Mutch	1. March 2020 2. July 2020	Parents from FS signing up to employability programmes or legacy projects are reported back to parenting team monthly and recorded. However, the best method for capturing and reporting the data over time is being developed. There is very good transition now between programmes. The parents from Lansbury have set up their own constituted group called Bridging the Gap and are now running their own events. at Christmas they ran their own Christmas grotto and party in St James ICC for the community for 100 children. They are now starting a pilot to run reception in St James ICC taking over responsibility for booking rooms and organising parent / community engagement and designing the new look cafe and children's area. They are supported by Parent Network who are also supporting a work placement for parents who wish to have work experience prior to applying for jobs or to improve their		75%
		Area for Improvement - Prevention * Consideration of the approach to engaging those parents who are not currently taking up or attending Flying Start. * Consideration of the approach to re-engaging parents who are unable to attend regularly	Explore the initial data form Parent Champions to identify parental issues during 2018/19 and consider how this data could be used to shape future delivery	We have collated the data but this is yet to be analysed.	Sarah Mutch	Mar-20	The needs have been analysed and are shaping future commissioning and delivery. Please see example above regarding increased feeling of community ownership of buildings.	In progress	50%

<p>Area for Improvement - Integration * Consideration of how increasing take up and attendance could impact positively and negatively on the demand for, and capacity of, other Council and non-Council services (both public bodies and voluntary sector) * Consideration as to whether all step leads are fully conversant with the definition of Integration as set out in the Act</p>	<p>1. Explore use of the resilience framework to identify barriers to attendance 2. Explore development of 'My Journey booklet' into an electronic all for families 3. Develop case studies to show added value of integration of early intervention preventative services with statutory provision 4. There are 4 actions relating to corporate learning for staff and members to embed the 5 ways of working</p>	<p>This is in the early stages of development and planning prior to implementation.</p>	<p>Sarah Mutch & Ros Roberts</p>	<p>Action 1-3 - March 2020 Action 4. May 19-March 2020</p>	<p>The resilience framework is being used within the current existing assessments and will be used in the new ways of working to empower families to support themselves in their communities. Early Years Transformation programme has developed a model for implementation of phase 1 pilots being planned in detail for implementation in the Spring term. This will consider how to develop the My Journey booklet into an Early Years regional booklet / electronic booklet / app once the evaluation work is completed. Case studies are being developed to show the impact of parenting and employment joint working.</p>	<p>in progress</p>	<p>50%</p>
<p>Area for Improvement - Collaboration: Consideration of how collaborating in different ways may help to engage parents who are not taking up the Flying Start offer, for example, health visitors, Parent Champions.</p>	<p>1. Implement use of the 'My Journey booklet' antenatal to ensure families understand the programme and to all delivery partners. 2. Continue development of wider collaboration work through Children First task group</p>	<p>1. The My Journey booklet has been finalised and is at print run stage. 2. Following our initial research we believe there is more added value to a regionalised approach to collaboration under early years integration and Children First.</p>	<p>Sarah Mutch</p>	<p>Mar-20</p>	<p>Early Years Transformation programme has developed a model for implementation of phase 1 pilots, being planned in detail for implementation in the Spring term. This is a more regionalised and collaborative approach across Blaenau Gwent, Caerphilly, Newport, ABUHB and Public Health Wales.</p>	<p>In progress</p>	<p>50%</p>
<p>Area for Improvement - Involvement Development of innovative ways of reaching and engaging families who do not take up entitlement or do not consistently attend sessions Consider impact of the 'parent champions'; Consistent provision of feedback across all Council services to people who engage in consultations Further exploration of how digital technologies could increase take up & attendance</p>	<p>1. Explore text remind systems for feasibility 2. Closer working between childcare and parenting teams for families who are struggling with attendance 3. Evaluate the impact of Parent Champions in the community.</p>	<p>1. Initial research is showing the text system is more complex to comply with unsolicited marketing rules so this may take longer to achieve. 2. There has been increased connection between childcare settings and parenting teams both informally as well as formally through the joint cluster meetings. 3. Plans to start evaluation of Parent Champions in the autumn term.</p>	<p>Sarah Mutch</p>	<p>1. August 2019 2. August 2019 3. March 2020</p>	<p>Family Support Workers have greater connection with both childcare, health and SLC teams to promote support available for families. Evaluation of the Parent Champion role is ongoing. However, the biggest game changer may be through the Early Years transformation programme work which is looking to support all families universally in a geographical areas of both Flying Start and non-Flying Start under an Early Years team of people from both LA and ABUHB with a wider team of more specialist people around the core team from across all agencies including voluntary sector. we are aiming to do this through the adapted Privacy Notice to work with all families under the Early Years system to prevent the most vulnerable families not knowing what support is available to them for early intervention and prevention.</p>	<p>In progress</p>	<p>50%</p>



Feedback and Response Workshop

January 2019

Caerphilly County Borough Council

WFG examination of continuing to deliver the Flying Start programme to help improve access, take up and attendance

Gareth Jones and Ian Phillips



The Auditor General's responsibilities under the Act

The Auditor General must...

1. Examine public bodies to assess the extent to which they have acted in accordance with the Sustainable Development Principle when:
 - setting well-being objectives
 - taking steps to meet them

Overall question for this Examination:

To what extent has Caerphilly County Borough Council acted in accordance with the sustainable development principle when continuing to deliver the Flying Start programme to help improve access, take up and attendance towards meeting its well-being objectives?

Our Examination approach

Our approach included:

- a fieldwork scoping workshop in September 2018

Then we:

- reviewed documents
- undertook 8 interviews with senior officers, partner organisations and the Cabinet member for Education
- held a focus group with parents at a group run by the Parent Network, a voluntary sector organisation that supports parents across the County Borough to have their say on decisions that affect them and their families
- we propose to feedback the findings through this Feedback and Response Workshop

Brief overview of the step being reviewed

- The Step is '**Continued delivery of the Flying Start programme to help improve access, take up and attendance**'. It sits under the well-being objective of 'Improved education opportunities for all'
- The Council has decided to take a more holistic view of education including understanding issues in children's early years, the impact of poverty and how those issues may affect attainment
- The Council expects that by increasing the reach, take up and attendance at Flying Start childcare and parenting sessions will have a positive impact on children's outcomes as they enter school and also on parental resilience

Brief overview of the step being reviewed

- Between 2016-17 and 2017-18, the percentage of children in Caerphilly taking up the full or reduced offer of childcare increased from 92 to 94% compared to the Welsh mean decreasing from 88 to 87%
- In 2017-18, the percentage of places on formal structured parenting courses taken up in Caerphilly was 67% compared to the Welsh mean of 70%. The percentage of places on informal structured parenting courses taken up in Caerphilly was 73% compared to the Welsh mean of 54%

Overall conclusion

To what extent has Caerphilly County Borough Council acted in accordance with the sustainable development principle when continuing to deliver the Flying Start programme to help improve access, take up and attendance towards meeting its well-being objectives?

- In taking this step and acting in accordance with the Flying Start Programme, the Council has a number of positive examples of how it has taken account of the sustainable development principle, particularly in collaboration and prevention
- However, the Council recognises that there is more to do to consistently embed all five ways of working and could strengthen its involvement to secure increased take up and attendance and ensure that it is working in a fully integrated way

Positive indicators for Long-Term

What would show a body is fully applying the long-term way of working?

- Clear understanding of 'long term' in the context of the Act
- Step designed to deliver well-being objective/s and contribute to long-term vision
- Step designed to deliver short or medium term benefits, balanced with long-term impact
- Step design based on deep understanding of current and future need, trends and pressures
- Comprehensive understanding of current and future risks and opportunities.
- Resources allocated to ensure long term as well as short term benefits
- Focus on delivering outcomes – and where this is long-term, milestones steps identified
- Open to new ways of doing things which could help deliver benefits over the longer term
- Value intelligence and pursue evidence-based approaches

Overall conclusions

Long-term

The Council can identify longer-term benefits for individual families who engage with the Flying Start programme, but the Council could consider ways to track and evidence longer-term impacts for all families eligible for the programme

Strengths

- The step is clearly designed to help contribute to the Council's objective of improving educational opportunities for all in the longer term
- The Welsh Government's Flying Start programme is based on research and designed to deliver a range of long-term impacts through positive parental engagement on children's outcomes and parenting
- The Flying Start programme can lead to early identification of support needs for children and families
- The Flying Start team can identify individual families who have benefited from engaging with the programme
- The Flying Start team show strong commitment to the long-term benefits of the programme and have recently taken some innovative approaches to engaging families, through the 'Golden Ticket' events

Slide 8

Overall conclusions Long-term

The Council can identify longer-term benefits for individual families who engage with the Flying Start programme, but the Council could consider ways to track and evidence longer-term impacts for all families eligible for the programme

Areas for Development

- The Council is not tracking data to show how the step contributes over the longer-term to the well-being objective
- The Council has recently started to analyse attendance data to understand any barriers to access and develop alternative approaches to securing access, take up and attendance

Positive indicators for Integration

What would show a body is taking an 'integrated' approach?

- Everyone understands their contribution to delivering vision and well-being objectives
- Everyone understands what different parts of the organisation do and seeks opportunities to work across organisational and public sector boundaries
- Everyone recognises that achieving the vision and objectives depends on working together
- There is an open culture where information is shared
- There is a well-developed understanding of how the well-being objectives and steps to meet them impact on other public sector bodies.
- Individuals proactively work across organisational boundaries to maximise their contribution across the well-being goals and minimise negative impacts
- Governance, structures and processes support this, as do behaviours

Overall conclusions Integration

The Council demonstrates a good understanding of integration and is making progress towards a more integrated approach to delivering its Flying Start Programme

Strengths

- The Council's Wellbeing Objective of 'Improve Education Opportunities for All' aligns clearly with Health Board and PSB objectives around early years
- The Flying Start team demonstrate a clear understanding of how the Flying Start Programme will contribute clearly to the national Well-being Goals

Overall conclusions Integration

The Council demonstrates a good understanding of integration and is making progress towards a more integrated approach to delivering its Flying Start Programme

Areas for Development

- Consideration of how increasing take up and attendance could impact on the demand for and capacity of other Council and non-Council services
- Consideration of the contribution that the Flying Start programme and this step can make to other Council well-being objectives and partners' well-being objectives

Positive indicators for Involvement

What would show a body is involving people effectively?

- Understands who needs to be involved and why
- Reflects on how well the needs and challenges facing those people are currently understood
- Works co-productively with stakeholders to design and deliver
- Sees views of stakeholders as vital information to help deliver better outcomes
- Ensures full diversity of stakeholders is represented and they are able to take part
- Mature and trusting relationships with its stakeholders
- Information is shared with stakeholders in an open and transparent way
- Ensures stakeholders understand the impact of their contribution
- Seeks feedback from key stakeholders which is used to help learn and improve

Overall conclusions Involvement

The Flying Start team has a well-developed approach to using views of parents to inform the design of services and has established a positive working relationship with the local Parent Network

Strengths

- Parents are involved, including by providing feedback during programme sessions, the Flying Start Facebook page and being involved in interview panels for staff appointments
- Subject to the requirements of the Welsh Government's Flying Start guidance, the Flying Start team has responded to parents' views by changing session times, providing weekend and evening parenting sessions to increase take up and attendance and increasing the number of day nursery places for working parents
- The Council has recently developed the volunteer 'Parent Champion' role to engage parents in the communities through a peer advocacy model

Overall conclusions Involvement

The Flying Start team has a well-developed approach to using views of parents to inform the design of services and has established a positive working relationship with the local Parent Network

Areas for Development

- Development of innovative ways of reaching and engaging those families who do not take up their entitlement or do not consistently attend sessions to secure long-term benefits
- Consideration of the impact of the 'parent champions'
- Consistent provision of feedback to people who engage in consultations so they are made aware of the impact of their contributions
- Exploration of how digital technologies could increase take up and attendance (e.g. text reminders)

Positive indicators for Collaboration

What would show a body is collaborating effectively?

- Focus on place, community and outcomes not organisational boundaries
- Understands partners' objectives and their responsibilities, which helps to drive collaborative activity
- Has positive and mature relationships with stakeholders, where information is shared in an open and transparent way.
- Recognises and values the contributions that all partners can make.
- Seeks to establish shared processes and ways of working, where appropriate.

Overall conclusions

Collaboration

Collaboration is an inherent part of the Flying Start programme and the Flying Start team are collaborating well internally and externally.

Strengths

- **Positive collaboration with**
 - other services in the Council, including Families First and Supporting People, that ensures alignment of programmes and funding and prevents duplication of service provision
 - the Local Health Board both strategically and operationally
 - the Parent Network
- **Joint Assessment Form helps to drive collaboration within the Council**
- **Health Visitors hold weigh in sessions at Flying Start (Tiny Talkers) sessions to increase attendance and the Flying Start Family Support team attend those sessions**

Overall conclusions Collaboration

Collaboration is an inherent part of the Flying Start programme and the Flying Start team are collaborating well internally and externally.

Areas for Development

- Consideration of how collaborating in different ways may help to engage those parents who are not taking up the Flying Start offer, for example, health visitors, Parent Champions.

Positive indicators for Prevention

What would show a body is fully applying the preventative way of working?

- Seeks to understand root causes of problems so that negative cycles and intergenerational challenges can be tackled
- Sees challenges from a system-wide perspective, recognising and valuing long term benefits they can deliver for people and places
- Allocates resources to preventative action likely to contribute to better outcomes and use of resources even where this may limit ability to meet some short term needs
- Decision-making and accountability arrangements recognise the value of preventative action and accept short term reductions in performance and resources in the pursuit of improved outcomes and use of resources

Overall conclusions Prevention

Whilst prevention is an inherent part of the Flying Start Programme, the Council has tailored its approach to the local population, but it should consider different ways to maximise the preventative benefits the programme could bring

Strengths

- Enhanced ante-natal parent engagement programme
- Parenting programmes now offered to all families not just those families identified in need
- Specific tailored programme to support vulnerable teenagers with clear preventative impacts
- Changes to session timings have removed barriers to take up and attendance for some parents
- Strong emphasis on early language development
- Health visitors deliver their services at Flying Start sessions

Overall conclusions Prevention

Whilst prevention is an inherent part of the Flying Start Programme, the Council has tailored its approach to the local population, but it should consider different ways to maximise the preventative benefits the programme could bring

Areas for Development

- Consideration of the approach to engaging those parents who are not currently taking up or attending Flying Start
- Consideration of the approach to re-engaging parents who are unable to attend regularly

Workshop Focus

- Discuss and develop actions in response to the areas for development
- Actions will be included in the final published report alongside the strengths and areas for development



WALES AUDIT OFFICE
SWYDDFA ARCHWILIO CYMRU

Archwilydd Cyffredinol Cymru
Auditor General for Wales

Appendix 3

Well-being of Future Generations: An examination of improving take up of the Flying Start Programme – **Caerphilly County Borough Council**

Audit year: 2018-19

Date issued: March 2019

Document reference: 1073A2019-20

This document has been prepared for the internal use of Caerphilly County Borough Council as part of work performed in accordance with the Well-being of Future Generations Act (Wales) 2015.

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We welcome correspondence and telephone calls in Welsh and English. Corresponding in Welsh will not lead to delay. Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg a Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

Mae'r ddogfen hon hefyd ar gael yn Gymraeg. This document is also available in Welsh.

The team who delivered the work comprised Gareth Jones and Ian Phillips under the direction of Non Jenkins.

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In taking this step and acting in accordance with the Flying Start Programme, the Council has a number of positive examples of how it has taken account of the sustainable development principle, particularly in collaboration and prevention. However, the Council recognises that there is more to do to consistently embed all five ways of working and could strengthen its involvement to secure increased take up and attendance and ensure that it is working in a fully integrated way

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Summary report

Summary

Why we undertook the Examination

- 1 In accordance with the Wellbeing of Future Generations (Wales) Act 2015 (the Act) the Auditor General for Wales (the Auditor General) is statutorily required to examine public bodies to assess the extent to which they have acted in accordance with the sustainable development principle when:
 - a. setting their well-being objectives; and
 - b. taking steps to meet them.The Act defines the sustainable development principle as acting in a manner: '...which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs'
- 2 The Auditor General must provide a report on his examinations to the National Assembly for Wales at least a year before each Assembly election. The first such report must be published by 2020, before the 2021 Assembly election.
- 3 During 2018-19 the Auditor General is undertaking examinations across the 44 bodies covered by the Act to inform his report to the National Assembly.
- 4 In May 2018, the Auditor General published his report, 'Reflecting on Year One – How have public bodies responded to the Well-being of Future Generations Act (2015)'. He concluded that, public bodies support the principles of the Act and are taking steps to change how they work.
- 5 In developing our approach to undertaking the examinations during 2018-19 we engaged with a range of stakeholders including through our pilot work during 2017-18. We also worked closely with the Future Generations Commissioner.
- 6 As the preliminary work in year one included a consideration of how public bodies had set their Well-being Objectives the principal focus of this work is the way in which public bodies are taking steps to meet their well-being objectives.
- 7 The findings in this report are based on fieldwork that we undertook during the period September 2018 to December 2018. We held an initial fieldwork scoping workshop in September 2018 with Council officers and representatives of the Local Health Board and Gwent Association of Voluntary Organisations (GAVO). In that workshop we explored how the five ways of working had been applied.
- 8 We then reviewed documents and undertook eight interviews with senior officers, partner organisations and the Cabinet member for Education. We also held a focus group with parents at a group run by the Parent Network, a voluntary sector organisation that supports parents across the County Borough to have their say on decisions that affect them and their families.
- 9 This report sets out our findings from our examination of improving take up of the Flying Start programme a step the Council is taking to meet its Wellbeing Objectives.

10 It also sets out the Council's initial response to our findings.

What we examined

- 11 We examined the extent to which the Council is acting in accordance with the sustainable development principle in continuing to deliver the Flying Start programme to help improve access, take up and attendance towards meeting its well-being objectives.
- 12 Over the last few years the Council has focused on improving young people's outcomes and non-vocational qualifications to provide more opportunities for further education or employment. This remains a priority outcome for the Council but it has now decided there is a greater need to take a more holistic view of education. Such a view involves understanding issues in children's early years and how issues such as poverty can affect attainment. Much has been done to develop a multi-agency approach and learn from relevant research, such as work on 'Adverse Childhood Experiences' (ACES).
- 13 The Welsh Government's grant funded Flying Start programme is based on research evidence drawn from a range of interventions across the UK and internationally. It provides support for early years (0-3 years of age) and aims to establish positive behaviours in children and families, through healthy lifestyles, positive parenting, attendance, child development and raising aspirations. The programme is targeted at families living in areas of disadvantage. The programme provides the following services to families:
- a universal health visiting entitlement
 - speech and language provision
 - parenting programmes to support parenting skills
 - childcare
- 14 Research shows that parents' qualifications and work experience are likely to lead to improved attendance/ attainment for their children and that is why some of the Flying Start programme helps to build confidence in parents and promote aspiration.
- 15 The Council's Flying Start programme started in 2008 and was based on school catchment areas and had a reach to 1269 children aged 0-3 of which 12 families enrolled on parenting programmes and support. The programme has now expanded and families from 26 geographical areas (defined by Lower Super Output Areas) benefit from the programme. There is a caseload of circa 2600 children, with 333 families participating annually in parenting programmes and support. In 2017-18, the Council received a £5.2 million grant from the Welsh Government to deliver the Flying Start Programme, however, that funding reduced by 1.8% in 2018-19.
- 16 As part of its work to meet its Well-being Objective, 'improve Education opportunities for all', the Council has identified the need to increase the reach and take up and attendance for childcare, parenting and speech and language groups.

It seeks to improve child outcomes as children enter school and parental resilience as their child grows up.

- 17 In order to act in accordance with the sustainable development principle public bodies must take account of the following 'ways of working':

Exhibit 1: the 'five ways of working'

The table below sets out the 'five ways of working' as defined in the Welsh Government's 'Well-being of Future Generations (Wales) Act 2015 The Essentials'¹ document.

The Five Ways of Working
Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.
Prevention How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.
Integration Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.
Collaboration Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.
Involvement The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

- 18 Our examination found that: **In taking this step and acting in accordance with the Flying Start Programme, the Council has a number of positive examples of how it has taken account of the sustainable development principle, particularly in collaboration and prevention. However, the Council recognises that there is more to do to consistently embed all five ways of working and could strengthen its involvement to secure increased take up and attendance and ensure that it is working in a fully integrated way.**

¹ Well-being of Future Generations (Wales) Act 2015 The Essentials, Welsh Government (2015)

Detailed report

Part One: Examination Findings

The Council can identify longer-term benefits for individual families who engage with the Flying Start programme, but the Council could consider ways to track and evidence longer-term impacts for all families eligible for the programme

What we looked for

- 20 We looked for evidence of:
- a thorough understanding of current and long-term needs and the associated challenges and opportunities;
 - planning over an appropriate timescale;
 - resources allocated to ensure long-term benefits; and
 - appropriate monitoring and review.
- 21 Our examination was also informed by the positive indicators for the 'long-term' that we have identified and used as part of this examination.²

What we found

- 22 We identified the following strengths:
- The step is clearly designed to help contribute to the Council's objective of improving educational opportunities for all in the longer term
 - The Welsh Government's Flying Start programme is based on research and designed to deliver a range of long-term impacts through positive parental engagement on children's outcomes and parenting
 - The Flying Start programme can lead to early identification of support needs for children and families
 - The Flying Start team can identify individual families who have benefited from engaging with the programme
 - The Flying Start team show strong commitment to the long-term benefits of the programme and have recently taken some innovative approaches to engaging families, through the 'Golden Ticket' events
- 23 We identified the following areas for development:
- While the Council has started to track data on outcomes for children within education, consideration is needed for tracking parental outcomes

² See Appendix 1

- The Council has recently started to analyse attendance data to understand any barriers to access and develop alternative approaches to securing access, take up and attendance

Prevention is an inherent part of the Flying Start Programme, and the Council has tailored its approach to the local population, but it should consider different ways to maximise the preventative benefits the programme could bring

What we looked for

- 24 We looked for evidence of:
- a thorough understanding of the nature and type of problem the step could help prevent from occurring or getting worse;
 - resources allocated to ensure preventative benefits will be delivered; and
 - monitoring and review of how effectively the step is preventing problems from occurring or getting worse.
- 25 Our examination was also informed by the positive indicators for ‘prevention’ that we have identified and used as part of this examination.³

What we found

- 26 We identified the following strengths:
- Enhanced ante-natal parent engagement programme
 - Parenting programmes now offered to all families not just those families identified in need
 - Specific tailored programme to support vulnerable teenagers with clear preventative impacts
 - Changes to session timings have removed barriers to take up and attendance for some parents
 - Strong emphasis on early language development
 - Health visitors deliver their services at Flying Start sessions
- 27 We identified the following areas for development:
- Consideration of the approach to engaging those parents who are not currently taking up or attending Flying Start
 - Consideration of the approach to re-engaging parents who are unable to attend regularly

³ See Appendix 1

The Council demonstrates a good understanding of integration and is making progress towards a more integrated approach to delivering its Flying Start Programme

What we looked for

- 28 We looked for evidence of consideration of:
- how this step could contribute to the seven national well-being goals;
 - how delivery of this step will impact on the Council's well-being objectives and wider priorities; and
 - how delivery of this step will impact on other public bodies' well-being objectives.
- 29 Our examination was also informed by the positive indicators for 'integration' that we have identified and used as part of this examination.⁴

What we found

- 30 We identified the following strengths:
- The Council's Wellbeing Objective of 'Improve Education Opportunities for All' aligns clearly with Health Board and PSB objectives around early years
 - The Flying Start team demonstrate a clear understanding of how the Flying Start Programme will contribute clearly to the national Well-being Goals
- 31 We identified the following areas for development:
- Consideration of how increasing take up and attendance could impact positively and negatively on the demand for, and capacity of, other Council and non-Council services (both public bodies and voluntary sector)
 - Consideration as to whether all step leads are fully conversant with the definition of Integration as set out in the Act

⁴ See Appendix 1

Collaboration is an inherent part of the Flying Start programme and the Flying Start team are collaborating well internally and externally

What we looked for

- 32 We looked for evidence that the Council:
- has considered how it could work with others to deliver the step (to meet its well-being objectives, or assist another body to meet its well-being objectives);
 - is collaborating effectively to deliver the step; and
 - is monitoring and reviewing whether the collaboration is helping it or its stakeholders meet well-being objectives.
- 33 Our examination was also informed by the positive indicators for 'collaboration' that we have identified and used as part of this examination.⁵

What we found

- 34 We identified the following strengths:
- Positive collaboration with:
 - other services in the Council, including Families First and Supporting People, that ensures alignment of programmes and funding and prevents duplication of service provision
 - the Local Health Board both strategically and operationally
 - the Parent Network
 - Joint Assessment Form helps to drive collaboration within the Council
 - Health Visitors hold weigh in sessions at Flying Start (Tiny Talkers) sessions to increase attendance and the Flying Start Family Support team attend those sessions
- 35 We identified the following area for development:
- Consideration of how collaborating in different ways may help to engage those parents who are not taking up the Flying Start offer, for example, health visitors, Parent Champions.

⁵ See Appendix 1

The Flying Start team has a well-developed approach to using views of parents to inform the design of services and has established a positive working relationship with the local Parent Network

What we looked for

- 36 We looked for evidence that the Council has:
- identified who it needs to involve in designing and delivering the step;
 - effectively involved key stakeholders in designing and delivering the step;
 - used the results of involvement to shape the development and delivery of the step; and
 - sought to learn lessons and improve its approach to involvement.
- 37 Our examination was also informed by the positive indicators for 'involvement' that we have identified and used as part of this examination.⁶

What we found

- 37 We identified the following strengths:
- parents are involved, including by providing feedback during programme sessions, the Flying Start Facebook page and being involved in interview panels for staff appointments;
 - subject to the requirements of the Welsh Government's Flying Start guidance, the Flying Start team has responded to parents' views by changing session times, providing weekend and evening parenting sessions to increase take up and attendance and increasing the number of day nursery places for working parents; and
 - the Council has recently developed the volunteer 'Parent Champion' role to engage parents in the communities through a peer advocacy model.
- 38 We identified the following areas for development:
- development of innovative ways of reaching and engaging those families who do not take up their entitlement or do not consistently attend sessions to secure long-term benefits;
 - consideration of the impact of the 'parent champions';
 - consistent provision of feedback across all Council services to people who engage in consultations so they are made aware of the impact of their contributions; and

⁶ See Appendix 1

- further exploration of how digital technologies could increase take up and attendance (eg text reminders).

Part Two: Council's response

39 Following the conclusion of our fieldwork we presented our findings to the Council at a workshop in January 2019 that was attended by the Council's Performance Manager, the Council's Early Years Manager, and team managers across Flying Start and team managers of the Flying Start health visitors. The workshop was also attended by representatives of:

- the Council's legacy team
- Parent Network
- Gwent Association of Voluntary Organisations

At this workshop the Council and partners began to consider their response to our findings and as a result of discussions at the workshop and further reflection on our findings the Council has developed the following actions.

Early Years Operational Plan 2019-20

Early Years Operational Plan 2019-20	
Corporate Wellbeing Objectives	Improve Education Outcomes for All
Step	Continue to deliver the Flying Start programme to help improve access, take up and attendance
Lead Officer:	Early Years Manager

Improvement Actions	Success Criteria	Timescale
Long term		
Develop a consistent system to link to the employability/legacy programmes to track parental outcomes in tackling poverty	Flying Start can analyse how many parents have moved on to employability / legacy programmes	April 2019 – March 2020
Deliver training on and explore the use of the family resilience tool by frontline staff to track family outcomes	Family Outcomes are identified and used in analysis	Feb 2019 – July 2020
Integration		
Consider the use of the resilience framework to identify barriers to attendance across provision	Barriers are identified for individual families as well as solutions to meet family needs	Feb 2019 – March 2020
Explore the development of the My Journey booklet into an electronic all for families	My Journey booklet is developed and also available electronically	Feb 2019 – March 2020

Improvement Actions	Success Criteria	Timescale
Develop case studies to demonstrate the added value of integration of early intervention prevention services with statutory provision	Case studies and research show the added value of early intervention provision	Feb 2019 – March 2020
The Leadership Development Programme for the Council (as part of Caerphilly 2022) will include further learning on the 5 WOW	Leadership will be familiar in the use of the 5 WOW.	March 2019 – March 2022
Planning Workshops to determine service priorities will include the 5 ways of working as part of the Council's new Performance Framework	Priority setting will embed the use of the 5 ways of working which in turn will help with action planning.	March – May 2019
Service Review methodology is being developed and will include the 5ways way of working as part of the reviews	Improvement actions from the reviews will be informed by or checked using 5 WOW	April 2019 – April 2020
Planned Member training and development will include use of the FGA produced 'scrutinising and questioning' framework. Evaluation of training will identify how well this is understood and whether further support is needed	Member's ability to scrutinise will show understanding of the thinking of the 5 WOW	July 2019
Involvement		
Explore text reminder systems for feasibility	Attendance shows improvement	April – August 2019
Closer working between childcare and parenting teams for families who are struggling with attendance to offer support proactively	Child attendance improves	April – August 2019
Evaluate the impact of Parent Champions in the community	Evaluation demonstrates added value	April – March 2020
Collaboration		
Implement the use of the My Journey booklets antenatal to ensure families understand the whole programme and all the delivery partners involved	All parents have a My Journey booklet before the birth of the child and understand the support available	April – March 2020

Improvement Actions	Success Criteria	Timescale
Continue development of wider collaboration work through the Children First task groups	Greater collaboration across early intervention and statutory services	April – March 2020
Prevention		
Explore the initial data from Parent Champions to identify parental issues during 2018/19 and consider how this data could be used to shape future delivery	Data used to shape future delivery and increase engagement	April – March 2020

- 40 We will continue to monitor the Council's progress in implementing these actions, and the extent to which they address the issues we have identified in our findings.

Appendix 1

Positive Indicators of the Five Ways of Working

The table below sets out 'positive indicators' for each of the five ways of working that we have identified and will use to help inform our assessments of the extent to which bodies may be applying the SDP. We do not intend to use the indicators as a 'checklist'. They should be viewed as 'indicators' that will help us to form conclusions, rather than 'determinants' of the extent to which a body is acting in accordance with the SDP in taking steps to meet its wellbeing objectives.

Exhibit 2: Positive Indicators of the Five Ways of Working

What would show a body is fully applying the long-term way of working?
<ul style="list-style-type: none">• Clear understanding of 'long term' in the context of the Act• Step designed to deliver well-being objective/s and contribute to long-term vision• Step designed to deliver short or medium term benefits, balanced with long-term impact• Step design based on deep understanding of current and future need, trends and pressures• Comprehensive understanding of current and future risks and opportunities• Resources allocated to ensure long-term as well as short-term benefits• Focus on delivering outcomes – and where this is long-term, milestone steps identified• Open to new ways of doing things which could help deliver benefits over the longer term• Value intelligence and pursue evidence-based approaches
What would show a body is fully applying the preventative way of working?
<ul style="list-style-type: none">• Seeks to understand root causes of problems so that negative cycles and intergenerational challenges can be tackled• Sees challenges from a system-wide perspective, recognising and valuing long-term benefits they can deliver for people and places• Allocates resources to preventative action likely to contribute to better outcomes and use of resources even where this may limit ability to meet some short-term needs• Decision-making and accountability arrangements recognise the value of preventative action and accept short-term reductions in performance and resources in the pursuit of improved outcomes and use of resources

What would show a body is taking an 'integrated' approach?

- Everyone understands their contribution to delivering vision and well-being objectives
- Everyone understands what different parts of the organisation do and seeks opportunities to work across organisational and public sector boundaries
- Everyone recognises that achieving the vision and objectives depends on working together
- There is an open culture where information is shared
- There is a well-developed understanding of how the well-being objectives and steps to meet them impact on other public sector bodies
- Individuals proactively work across organisational boundaries to maximise their contribution across the well-being goals and minimise negative impacts
- Governance, structures and processes support this, as do behaviours

What would show a body is collaborating effectively?

- Focus on place, community and outcomes not organisational boundaries
- Understands partners' objectives and their responsibilities, which helps to drive collaborative activity
- Has positive and mature relationships with stakeholders, where information is shared in an open and transparent way
- Recognises and values the contributions that all partners can make
- Seeks to establish shared processes and ways of working, where appropriate

What would show a body is involving people effectively?

- Understands who needs to be involved and why
- Reflects on how well the needs and challenges facing those people are currently understood
- Works co-productively with stakeholders to design and deliver
- Sees views of stakeholders as vital information to help deliver better outcomes
- Ensures full diversity of stakeholders is represented and they are able to take part
- Mature and trusting relationships with its stakeholders
- Information is shared with stakeholders in an open and transparent way
- Ensures stakeholders understand the impact of their contribution
- Seeks feedback from key stakeholders which is used to help learn and improve

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What is the Flying Start programme?

The Flying Start programme was based on research evidence drawn from a range of interventions across the UK and internationally. The programme was based on developing the universal health visiting entitlement becoming more enhanced to support more complex family circumstances while maintaining the engagement and key worker role; speech and language provision; parenting programmes to support parenting skills and the childcare for child development and early identification. The aim of the programme was to target areas of disadvantage, through supporting children's development, improving the home learning environment, early identification of additional needs, and reducing the need for children to come into the care system.

Flying Start pathway of provision 2018-19

Approx. age of child	Universal Flying Start programme	Delivered by	Additional targeted support	Additional support across the age range			
antenatal period : 12-16 weeks	Generic midwife notification to Flying Start Health Visitor	Generic midwife		Time limited 4-8 session intensive bespoke family support package intervention in the home following assessment of need	ISCAN or direct referrals for any specialist health support needed for additional needs identified following birth	ISCAN referral for Join in and Play in the home for children with emerging developmental needs	links to wider partnership projects through Families First or other funding streams depending on needs of family
	Antenatal roadshow / health group	Health Nursery Nurses					
	Healthy Start scheme	Health Nursery Nurses					
	Healthy pregnancy	Health Nursery Nurses					
	maternity grant	Health Nursery Nurses					
24 weeks	Solihull antenatal programme - delivered universally	Family Support Worker & Health Visitor/Nursery Nurse					
	antenatal visit	Health Visitor					
		Health Visitor & Family Support Worker	Flying Start outreach / intensive support programme				
Birth to 6 months	Birth visit and baby safety pack	Health Visitor					
	Family Resilience Assessment Intervention Tool (FRAIT)	Health Visitor					
	Solihull postnatal programme	Family Support worker					
	Baby Club - weights, developmental checks, breastfeeding support and peer support, baby massage, first aid basics, weaning, home safety, speech and language key messages, interactive play	Health Visitor / Nursery Nurses / Family Support worker	home visiting support for complex concerns re breastfeeding				
	Immunisations	Health Visitor / GP Practice Nurse					
	Family foods	Health Outreach Team					
6 months to 24 months	Bookstart bag	Health Visitor / Nursery Nurse					
		Family Support Worker / Nursery Nurse	PAFT programme in the home				
	Tiny Talkers termly programme (6months - 2 years)	GAVO Play team & Homestart					
	Family Lives modules on specific parenting topics	Family Support Workers					
		Family Support worker	Solihull basic parenting programme				
	SLC key messages	Flying Start SLT & all partners					
		Super Shellby & Family Support Workers	targeted language support in the home				
	Health Visitor / Nursery Nurse	Schedule of Growing Skills (SOGS) targeted					
2 years	Flying Start Childcare	Flying Start Childcare settings and Cylchoedd Meithrin					

		Super Shellby	Super Shellby targeted support in childcare	ISCAN referral for Education Psychologist support for children with emerging additional needs especially regarding transitions			
		Flying Start SLT	targeted language plans in setting				
	Parent Forum	Caerphilly Parent Network					
		Family Support Workers	Family Links Parent Nurturing Programme				
		Family Support Workers + CF worker	STEPS				
		Ystrad Mynach college, Community Education, Employment support programmes through CF and ESF	Training courses				
3 years	Development check 27 months	Health Visitor / Nursery Nurse	Schedule of Growing Skills (SOGS) targeted				
	Early Years Education	Maintained and non-maintained providers	Childcare Offer for working families				
		Family Support Worker	Family Lives modules				
4 years	Community Partnership groups	legacy programme					
	PTA groups	Local Primary Schools					
	Transition to School Nurse	Health Visitor and School Nurse					

Chronology of development of Flying Start programme

2006-7 workforce development, planning needs, small capital refurbishments

There was an anticipated increase in demand for qualified level 3 childcare staff and current childcare settings were concerned that they would lose staff and close
Flying Start areas were planned using FSM school data and school catchments
Initial budget £367,000

2007-8 tender process completed for procuring a provider to develop and CIW register all 10 childcare settings required across the 10 Flying Start areas – significant 4 year cost at circa £1m per year put it to OJEU. Parent Network supported a parent panel to work alongside the Board panel to interview the tendering organisations. The tenders were unsuccessful so planning started to recruit all staff and run CCBC employed and CIW registered provision with a contract to a single existing Cylch in Rhymney.

2008 recruitment and registration of 10 CCBC childcare settings
Recruitment of LAP workers, parenting coordinator and small team for delivery, health visitors and health outreach team
All childcare was registered and delivered from Sept 2008
Parent Network developed parent forum to consult on and inform development of delivery in each local area.

2009 training for delivery of parenting programmes (accredited facilitators in each programme) and development of a training plan for all team

2009-11 full programme delivery in ten Flying Start areas; enhanced health visiting in the home and health groups rotated in the different areas, 1 x Parent Nurturing Programme per year, family support in the home sessions, Language And Play group running in different areas termly, 11 childcare settings delivering approx. 250 childcare places

2010-11 transfer of 1/6 Cymorth to Flying Start for prevention of duplication of delivery for 0-3s living in FS areas, along with transfer of contracted provision (RFTS, GAVO, Homestart, HOT, LAP, Parent Network)

2011-13 new commissioning process for existing transferred projects – first time they had tendered for anything as previously was a grant using a basic SLA and not legally binding
Expansion was planned using LSOA income benefit data from DWP ranking concentration of children living in income benefit households which allowed some very deprived smaller communities to be identified rather than hidden in more affluent or split school catchment areas e.g. Penyrheol (2 of the 3 LSOA of Cwm Ifor was very affluent so decreased FSM data), Ty Sign (area split between two local primary schools so decreased FSM data)
Expansion development to 26 LSOA which required capital programme development and commissioning more childcare provision as well as further CCBC provision development where they were no existing provisions
Capital programme was do minimum approach which was use of community centres etc. – challenging
Close working with Communities First, Families First and Supporting People to prevent duplication of provision and begin to explore where joint contracts may be possible

2013-15 collaboration group development supported joint commissioning of providers, developed pathways for provision to remove duplication in the system and identify gaps for families, development and implementation of CCB family support strategy with partners
Full implementation across expansion areas delivering the more sophisticated programme as detailed in the Flying Start pathway, with most health groups and language groups running in each of the 26 areas, and circa 12 parenting programmes per term ranging across the age range as per the required annual relevant parenting offer

2015-18 full delivery aiming to increase the take up of provision and measure outcomes and gain greater connectivity with frontline staff

2018-19 refinement of programme comes into focus – including take up, attendance, reach, delivery, collaboration with other programme and removal of any duplication or gaps
Monitoring and evaluation of all aspects of programme delivery
Flying Start national review
Annual budget now £5.1million

Corporate wellbeing plan objective 1: improve Education opportunities for all

Aim to reduce the impact of poverty within the early years

1. Continued delivery of the Flying Start programme to help improve access, take up and attendance

Sustainable development principles:

Involvement – involvement of communities in development of delivery, engagement and community champions to support families with a specific vehicle of parent forum as well as wider ad hoc opportunities. There is also the involvement of children and families in their individual local childcare setting as well as parent consultation

meetings and feedback meetings for each individual child. There is also evaluation and feedback in all parenting and speech and language groups.

Collaboration – this programme works in collaboration with both delivery partners and wider partners to maximise impact of interventions for families, including Right from the Start, Aneurin Bevan Health Board depts. / teams, Parent Network, GAVO, Homestart, legacy projects, Families First projects, Supporting People programme, employability programmes, Social Services, Schools, Education Psychology and other education teams, ISCAN, non-maintained childcare settings, libraries, as examples

Long term – the outcomes are planned to be long term aiming for the better start in life to support long term achievement in education. In order to achieve the long term population outcomes we are focussed on improving attendance and reach. Outcomes include attainment for both children and parents, parenting skills, resilient families, health and wellbeing through healthy behaviours, early identification of additional needs or vulnerability, reduction of families reaching crisis and children becoming LAC.

Integration – working in partnership with other preventative and statutory services in targeted universally delivered areas will have a bigger impact for education and schools, health board, social services (reduction of LAC), youth crime / police. Shared outcome measures across agencies.

Prevention – this programme is designed to be preventative as well as support remedial work with children where there have been Adverse Childhood Experiences; this includes reduction of families reaching crisis and children becoming LAC, preventing long term ill health by establishing healthy behaviours in childhood, improving speech language and communication skills preventing poor behaviour and low skill attainment, breaking the cycle of poverty by supporting parents to improve confidence and take up volunteering opportunities or move on to employability programmes.

There is a need to increase the reach and take up and attendance for childcare, parenting and speech and language groups to have a bigger impact on child outcomes as they enter school and parental resilience as their child grows up.