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For all enquiries relating to this agenda please contact Sharon Hughes  
(Tel: 01443 864281 Email: [hughesj@caerphilly.gov.uk](mailto:hughesj@caerphilly.gov.uk))

**Date: 11th May 2021**

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held via Microsoft Teams on **Monday, 17th May, 2021 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.

This meeting will be recorded and made available to view via the Council's website, except for discussions involving confidential or exempt items. Therefore the images/audio of those individuals speaking will be publicly available to all via the recording on the Council website at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

Yours faithfully,

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

**Christina Harrhy**  
CHIEF EXECUTIVE

## A G E N D A

- |   | 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 22nd March 2021.  | 1 - 8   |
| 4 | Special Education Scrutiny Committee held on 25th March 2021.  | 9 - 14  |
| 5 | Consideration of any matter referred to this Committee in accordance with the call-in procedure.   |         |
| 6 | Education Scrutiny Committee Forward Work Programme.   | 15 - 24 |
| 7 | To receive and consider the following Cabinet Reports*: -  |         |
|   | 1. 21st Century Schools and Education Band B Programme - Statutory Objection Report for Ysgol Gymraeg Cwm Gwyddon – 7th April 2021;      |         |
|   | 2. 21st Century Schools and Education Band B Programme - Statutory Objection Report for Trinity Fields School – 7th April 2021;          |         |
|   | 3. 21st Century Schools and Education Band B Programme - Phase 2 Proposal for a Centre for Vulnerable Learners – 7th April 2021;         |         |
|   | 4. 21st Century Schools and Education Band B Programme – Phase 2 Llancaeath Junior School and Llanfabon Infants School – 7th April 2021; |         |
|   | 5. 21st Century Schools and Education Band B Programme - Phase 2 Proposal for Plasyfelin Primary – 7th April 2021;                       |         |
|   | 6. Education Achievement Service (EAS) Business Plan 2021-2022 – 21st April 2021.  |         |

*\*If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Sharon Hughes, 01443 864281, by 10.00 a.m. on Friday 14th May 2021.*

To receive and consider the following Scrutiny report: -

- |   |   |         |
|---|---|---------|
| 8 | Directorate Performance Assessment Six Month Update 2020. | 25 - 46 |
|---|---|---------|

#### **Circulation:**

**Councillors** Mrs E.M. Aldworth, C. Andrews (Vice Chair), P.J. Bevan, A. Collis, C.J. Cuss, W. David, A. Farina-Childs, Ms J. Gale, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry (Chair), J.E. Roberts and J. Simmonds (unless otherwise amended at the AGM)

#### **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) G. James (Parent Governor Representative) and Tracy Millington (Parent Governor Representative)

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

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

And Appropriate Officers

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# Agenda Item 3



## EDUCATION SCRUTINY COMMITTEE

**MINUTES OF THE REMOTE MEETING HELD VIA MICROSOFT TEAMS ON MONDAY,  
22ND MARCH 2021 AT 5.30PM**

PRESENT:

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

Councillors:

Mrs E. M. Aldworth, C. Andrews (Vice-Chair), P. J. Bevan, A. Collis, W. David, A. Farina-Childs, Ms J. Gale, D. Havard, M. P. James, B. Miles, Mrs T. Parry (Chair), J. E. Roberts, and J. Simmonds.

Councillor R. Whiting (Cabinet Member for Learning and Achievement).

Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), S. Richards (Head of Education Planning and Strategy), A. West (21st Century Schools Manager), L. Thomas (21<sup>st</sup> Century Schools Principal Officer), J. Lougher (Sport and Development Manager), S. Ellis (Lead for Inclusion and ALN), R. Kyte (Head of Regeneration and Planning), J. Southcombe (Finance Manager), C. Forbes-Thompson (Scrutiny Manager), M. Jacques (Scrutiny Officer), S. Hughes (Committee Services Officer) and M. Harris (Committee Services Support Officer).

Also present:

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs T. Millington (Parent Governor Representative) and Mr G. James (Parent Governor Representative).

Also in Attendance:

S. Lowe (Penallta RFC), N. Sargent (Save Ystrad Green Spaces Group), A. Hurst (Vice-Chair of Governors at Trinity Fields School), J. Rogers (Parent Governor at Ysgol Gymraeg Cwm Gwyddon), Cllr A. Whitcombe (Ward Member for Abercarn) and R. Instone (Cwmcarn Resident).

### RECORDING ARRANGEMENTS

The Chairperson reminded those present that the meeting was being recorded and would be made available to view via the Council's website, except for discussions involving confidential or exempt items. [Click here to view.](#)

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors C. Cuss, D. T. Hardacre and Mrs G. D. Oliver.

**2. DECLARATIONS OF INTEREST**

Councillor W. David declared a personal and prejudicial interest in relation to Agenda Item 7 (21st Century Schools and Education Band B Programme - Statutory Objection Report for Trinity Fields School). Details are minuted with the respective item.

**3. MINUTES – 11TH JANUARY 2021**

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on 11th January 2021 (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 SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Scrutiny Officer presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme (FWP) for the period March 2021 to March 2022 and included all reports that were identified at the Education Scrutiny Committee meeting held on 11th January 2021. Members were asked to consider the Forward Work Programme, alongside the Cabinet Forward Work Programme, prior to publication on the Council's website.

It was proposed that a report on the New Curriculum for Wales be added to the Education Scrutiny Forward Work Programme. Members were advised that the Education Achievement Service (EAS) will be delivering a seminar on this topic early in the summer term, which can be followed up with a report on the progress in Caerphilly.

Following consideration of the report, and subject to the additional report proposed, it was moved and seconded that the recommendations be approved. By way of electronic voting this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee Forward Work Programme be published on the Councils' website.

**6. CABINET REPORTS**

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. 21ST CENTURY SCHOOLS AND EDUCATION BAND B PROGRAMME - STATUTORY OBJECTION REPORT FOR TRINITY FIELDS SCHOOL**

Councillor W. David declared a personal and prejudicial interest in relation to Agenda Item 7 (21st Century Schools and Education Band B Programme - Statutory Objection Report for Trinity Fields School) as a family relative and close friend is the Vice President of Penallta Rugby Club, also his son has written a letter supporting some of the objectors views. Councillor W. David left the meeting when the item was discussed.

The Cabinet Member for Learning and Achievement presented the report to update Members in relation to the 21<sup>st</sup> Century School Band B proposal in respect of Trinity Fields School. Members were reminded that the proposal is to expand the existing Trinity Fields School and Resource Centre, in Ystrad Mynach, via a new building extension and outdoor play space with an anticipated completion date of September 2023. Members were advised that the proposed new building will provide additional facilities to accommodate growing demand for places and provide additional classrooms, specialist intervention areas and outdoor play space. It was proposed the additional facility will also house a new flexible hall, hydrotherapy pool and soft play facilities to increase provision on site which will also be considered for community use at suitable times in keeping with the curriculum timetable. It was highlighted that these developments will ensure that the school can cater for the changing and more complex needs of pupils with Additional Learning Needs (ALN) across the Council, both now and in the future and ensure compliance with the new Additional Learning Needs and Education Tribunal (Wales) Act.

The mitigation proposals for the pitch at Trinity 1 were summarised and Members were advised that a full mitigation report was attached as Appendix 3. Reference was made to the sewerage briefing paper attached to the report as Appendix 4.

The Scrutiny Committee received representations from S. Lowe (Penallta RFC) and N. Sargent (Save Ystrad Green Spaces Group), who outlined their objections to the 21<sup>st</sup> Century Schools and Education Band B proposal in respect of Trinity Fields School. A. Hurst (Vice Chair of Governors at Trinity Fields School) addressed the Scrutiny Committee in support of the 21<sup>st</sup> Century Schools and Education Band B proposal in respect of Trinity Fields School. The 21<sup>st</sup> Century Schools Manager delivered a presentation on the Objection Report and supporting documentation in relation to Trinity Fields School and Resource Centre.

Members discussed the report at length. During the course of the debate, points of clarification were requested on various aspects of the report and Officers responded to the points raised.

Clarification was sought in relation to the 238 objections received and a breakdown was requested under the five objection areas listed in the report. Further information was sought on the number of objections received concerning open space and loss of sporting facilities. The 21<sup>st</sup> Century Schools Manager advised the Scrutiny Committee that this information was not available during the meeting but would be provided to Members.

Concerns were expressed regarding the proposed mitigations. In response to a Member's query regarding the size of the Trinity 1 (T1) and Trinity 2 (T2) sports pitches, the Sport and Development Manager confirmed that the T2 pitch is smaller, however the mitigation measure for the loss of T1 is the additional pitch at the Sue Noake Leisure Centre. The Head of Regeneration and Planning advised that all sports pitches are subject to the requirements of the County-wide Policy 8 in the Local Development Plan, therefore there would have to be sufficient mitigation to justify the loss of T1 as it is not surplus to requirement. The Member also raised concerns in relation to T3, which would be an attenuation area for storm water, and anticipated that it would become unusable at times of flooding.

One Member raised a number of questions regarding the additional facilities proposed for the expansion of Trinity Fields School, particularly in relation to a proposed Children's Centre on the site. During the course of the discussion reference was made to the consultation process and concerns were expressed in that the authority had not consulted with the wider community. The 21<sup>st</sup> Century Schools Manager advised that the consultation list is stipulated by the Welsh Government and the pupil voice from the school affected is required to be heard as part of the consultation process. Members were advised that the list of consultees required was provided in the School Organisation Code 2018.

During the course of the debate, points of clarification were requested on various aspects of the report and the Corporate Director for Education and Corporate Services responded to the points raised. In response to a query in relation to parking facilities at Sue Noake Leisure Centre, Members were advised that parking would be a matter for the Planning Committee. Clarification was also provided on the mitigation measures and it was explained that an additional equivalent pitch in the locality (Sue Noake 2) was the proposed mitigation for the plans to repurpose Trinity 1, in addition to a number of additional improvement measures at both Trinity 2, Trinity 3 and Sue Noake, as outlined in the Objection Report and supporting Mitigation Paper. Further to this it was outlined that the Council had worked with Penallta RFC in order to identify additional enhancements to the pitch at Sue Noake 1, including a hard standing, barrier provision, emergency vehicle access, significant enhancements to the changing facilities to bring two additional changing rooms back into use and a medical first aid room.

In response to a Member's query regarding the provision of a new or additional school, the 21<sup>st</sup> Century Schools Manager advised that both options had been considered as part of an options appraisal at Welsh Government business case stage, but the preferred scored option was the expansion of the existing school site. The Member questioned the quality of ALN satellite facilities across the County Borough and suggested that a new school would be a better option. The Lead for Inclusion and ALN emphasised that the needs of the pupils and discussions with parents are key factors in placing pupils as part of a rigorous process that had been followed throughout the development of the hub and spoke model and how plans to enhance provision at both Trinity Fields and the satellite provision meets the requirements set out in the ALN Act.

A Motion was put forward asking to delay the decision to allow for the costings for a new school to be presented in a review. The Head of Education Planning and Strategy advised Members that the proposal had been brought to the Education Scrutiny Committee on two previous occasions and that the Business Case process to Welsh Government had been approved for this expansion. It was outlined how a further Options Appraisal and another Business Case would have to be developed if the Motion put forward was passed and that this would significantly delay the process. The Officer advised that the Options Appraisal that had been discussed on two previous occasions had included an option for a newbuild school. The Options Appraisal had discounted this option. The 21<sup>st</sup> Century Schools Manager reminded Members that the decision to proceed with the expansion of Trinity Fields School was the result of a recommendation from a cross-party working group which looked at all options across the borough as part of the Band B programme. Members heard how this decision predated the request to proceed to a Business Case, although each proposal is considered on its own merit and subject to full scrutiny and approval by Cabinet and Welsh Government.

The Corporate Director for Education and Corporate Services advised Members that the Education Scrutiny Committee had voted previously on this matter as part of the process and it was recommended to proceed to statutory consultation phase with the preferred option being Option 4. It was highlighted that no Members voted against the recommendation at that time. During the course of the debate, in response to a Member's claim that he had previously voted against the recommendation, the Corporate Director for Education and Corporate Services confirmed that the record showed that there were 13 votes in favour and 2



abstentions when the decision was brought before the Education Scrutiny Committee at their November 2020 meeting.

A motion was moved and seconded to amend the recommendations to delay the decision for further review, as there are no costings for a new school. By way of verbal roll call voting, the motion was declared lost.

Assurances were sought on the mitigation measures before a vote was taken on the report's recommendation. The Head of Regeneration and Planning assured Members that this would be a fundamental part of the Planning Application.

It was moved and seconded that for the reasons given in the Officers report the recommendations contained therein be approved. By way of verbal roll call voting, this was approved by the majority present.

RESOLVED that the Education Scrutiny Committee: -

- a) endorsed the recommendations made within the Objection Report prior to consideration by Cabinet on 7<sup>th</sup> April, 2021.
- b) endorsed the proposed mitigations and the proposal to fund the estimated cost of £300k from the 2020/21 Miscellaneous Finance Revenue Contribution to Capital Outlay (RCCO) budget.

## **SUSPENSION OF STANDING ORDERS**

It was moved and seconded to suspend Standing Orders to allow the meeting to proceed beyond 3 hours. By way of Microsoft Forms voting, this was unanimously agreed.

### **8. 21ST CENTURY SCHOOLS AND EDUCATION BAND B PROGRAMME - STATUTORY OBJECTION REPORT FOR YSGOL GYMRAEG CWM GWYDDON**

The Cabinet Member for Learning and Achievement introduced the report to update Members in relation to the 21<sup>st</sup> Century Schools Band B Proposals in respect of Ysgol Gymrageg Cwm Gwyddon. Members were reminded that the proposal is to relocate Ysgol Gymraeg Cwm Gwyddon to a new purpose-built Welsh-medium provision school to be situated on the vacant site of the former Cwmcarn High School with an anticipated occupation date of September 2023. Members were informed that as part of the proposal the new building will incorporate a primary facility with Childcare, Special Resource Base (SRB), Nursery, Rising Threes and main school classrooms, main assembly hall, food technology space, a library and IT space and it will also improve the outdoor learning space by including external play areas, a MUGA and access to a grass pitch. Members were also informed that the identified site will have sufficient accommodation to facilitate a new building that will provide accommodation for approximately 420 pupils plus 60 nursery places and 16 SRB places. It was emphasised that the proposed project will consider the desire to encourage and facilitate community use of the asset. The design process will seek to include measures to enable safe 'zoning' of parts of the new school building, sports facilities, including the hall and a multi-functional classroom compliant space which could be adapted for community use.

Members were advised that the proposals went to Statutory Notice on 11th January 2021 and was open for objections until 7th February and in total there were 2 objections. It was highlighted that the key areas of objection were mainly in relation to the prioritisation of Welsh Medium education, and a perceived need for an additional secondary school in the area. Members were further advised that responses to each of the objections could be found in the Objection Report at Appendix 1.

J. Rogers (Parent Governor at Ysgol Gymraeg Cwm Gwyddon), Councillor A. Whitcombe (Ward Member for Abercarn) and R. Instone (a resident of Cwmcarn) addressed the Scrutiny Committee to present their views.

The 21<sup>st</sup> Century Schools Manager delivered a presentation on the Objection Report and supporting documentation in relation to Ysgol Cymraeg Cwm Gwyddon. It was emphasised that there were only two objections received. Members were informed that during the consultation period 388 views were received of which 367 were positive, 13 negative and 8 neutral or no response. Clarification was provided in relation to people who had concerns prior to any documentation being published and, based on the fact that there were only two objections received, it was assumed that any concerns they had were alleviated and not carried forward. Some of the key points which were emphasised in the Objection Report were highlighted to Members.

The 21<sup>st</sup> Century Schools Manager also provided a response in relation to financial investment for English Medium schools within the locality and it was confirmed that there had been an investment of circa £6.2m into the English Medium schools over the last ten years.

In response to a query regarding future expansion opportunities for English-language provision on the site, the 21<sup>st</sup> Century Schools Manager advised Members that there was no evidence to suggest a need for expansion of English-medium schools. It was confirmed that there was adequate provision to accommodate catchment demand and that there were surplus places in both Primary and Secondary provision.

It was moved and seconded that for the reasons given in the Officers report the recommendations contained therein be approved. By way of Microsoft Forms voting, this was agreed by the majority present.

RESOLVED that the Education Scrutiny Committee: -

- a) endorsed the recommendations made within the Objection Report prior to consideration by Cabinet on 7<sup>th</sup> April, 2021.

## **9. BUDGET MONITORING 2020/21 (PERIOD 9).**

The Cabinet Member for Learning and Achievement presented the report to inform Members of the projected 2020-21 outturn position for the Directorate of Education and Lifelong Learning based on the most recent information available and to propose the use of reserves for specific purposes detailed within the report. It was highlighted that the report identified projected under / overspends currently forecast for 2020-21, together with an update with regards to any issues relating to the progress of the 2020/21 savings targets. In addition, the report gave an outline of financial issues linked to COVID-19.

Members were informed that, in summary, the current projected outturn position for Education and Lifelong Learning is an underspend of £1,288k. The projected outturn position for Corporate Services is an underspend of £1,082k, consequently overall the projected outturn position for Education and Corporate Services is an underspend of £2,370k. The report also included proposals for the use of reserves in specific areas and the Scrutiny Committee was asked to consider these prior to the proposals being presented to Cabinet.

Clarification and information were sought in relation to the proposal to utilise the reserves for specific projects. The Finance Manager acknowledged that there are a number of projects that are being looked at within the Directorate, however a 2<sup>nd</sup> Satellite Class at St Cenydd Comprehensive for Trinity Fields and the development of Virginia Park for both the Youth Service and EOTAS provision were identified to support the most vulnerable learners within the borough.

It was moved and seconded that for the reasons given in the Officers report the recommendations contained therein be approved. By way of Microsoft Forms voting, this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee:

- a) Noted the content of the report.
- b) Supported a recommendation to Cabinet to utilise £472k of Corporate Services Capital Earmarked Reserves for a 2<sup>nd</sup> Satellite Class at St Cenydd Comprehensive for Trinity Fields, and the development of Virginia Park for both the Youth Service and EOTAS provision as detailed in Section 5.5 of the report.

The meeting closed at 8:25 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 17th May 2021 they were signed by the Chair.

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CHAIR

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## **SPECIAL EDUCATION SCRUTINY COMMITTEE**

### **MINUTES OF THE SPECIAL REMOTE MEETING HELD VIA MICROSOFT TEAMS ON THURSDAY, 25TH MARCH 2021 AT 5.30PM**

#### PRESENT:

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

#### Councillors:

Mrs E. M. Aldworth, P. J. Bevan, A. Collis, C. Cuss, A. Farina-Childs, Ms J. Gale, D. Havard, B. Miles, J. E. Roberts and J. Simmonds.

Cabinet Member: Councillor S. Cook

#### Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), S. Richards (Head of Education Planning and Strategy), J. Southcombe (Finance Manager), A. West (21st Century Schools Manager), P. Warren (Strategic Lead for School Improvement), S. Ellis (Lead for Inclusion and ALN), M. Jacques (Scrutiny Officer), C. Evans (Committee Services Officer), J. Lloyd (Committee Services Officer) and M. Harris (Committee Support Officer/ Chauffer).

#### Also present:

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs T. Millington (Parent Governor Representative), Mr G. James (Parent Governor Representative), Mrs P. Ireland (NEU) and Mr D. Davies (Caerphilly Governors Association).

#### Also in Attendance:

R. Simms (EAS) and E. Pryce (EAS)

### **RECORDING ARRANGEMENTS**

The Chairperson reminded those present that the meeting was being recorded and would be made available to view via the Council's website, except for discussions involving confidential or exempt items. [Click here to view](#).

#### **1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors Mrs G. D. Oliver and W. David.

## 2. **DECLARATIONS OF INTEREST**

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

## 3. **21<sup>ST</sup> CENTURY SCHOOLS AND COLLEGES BAND B PROGRAMME – PHASE 2 PROPOSAL FOR PLASYFELIN PRIMARY**

The report sought the views of the Education Scrutiny Committee on the next stage (Phase 2) of the 21st Century Schools and Colleges Band B programme.

It was noted that there are 3 projects identified as part of Phase 2, one of which is the Plasyfelin Primary school proposal, which was outlined within the Officers Report.

The report provided an update to Members on the current position of the Band B (£78 million) 21st Century School and Colleges Capital Programme.

Plasyfelin Primary School has been identified as part of the 21st Century Schools and Colleges Band B Phase 2 programme.

Members noted the proposal to build a new and enlarged replacement school in the grounds of the existing school site, to accommodate future projected demand within the area. The new school will provide 420 pupil places plus nursery.

It was noted that the project outlined in 2.3 of the report is in the early developmental stage and officers will ensure that Members are updated on a regular basis in relation to all aspects of the proposal and processes in line with the requirements of the School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013.

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

Members discussed the report at length and sought clarification on a number of points, including the consultation process and community use of facilities, for which Officers provided a response and it was noted that the Headteacher has been consulted as well as the local Member to determine what facilities would meet the needs of the school and communities.

A Committee Member sought reassurance that the school would-be built-in line with sustainability and green credentials and Officers explained that work is underway to explore the possibility of building a net zero carbon school.

Following consideration of the report, it was moved and seconded that the recommendations in the report be approved. By way of electronic voting via Microsoft Teams Forms this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee:

- i) The report be noted;
- ii) The recommendation to proceed to Welsh Government Business Case Stage on Plasyfeliin Primary School be endorsed prior to consideration by Cabinet on 7th April 2021.

#### **4. 21ST CENTURY SCHOOLS AND EDUCATION BAND B PROGRAMME – PHASE 2 LLANCAEACH JUNIOR SCHOOL AND LLANFABON INFANTS SCHOOL**

The report sought the views of the Education Scrutiny Committee on the next stage (Phase 2) of the 21st Century Schools and Colleges Band B programme.

It was noted that there are 3 projects identified as part of Phase 2, one of which is the Llancaeath Junior School and Llanfabon Infants School proposal, as outlined within the Officers report.

The report provided an update to Members on the current position of the Band B (£78 million) 21st Century School and Colleges Capital Programme.

It was noted that the Llancaeath Junior School and Llanfabon Infants Schools have been identified as part of the 21st Century Schools and Colleges Band B Phase 2 programme.

The proposal is to amalgamate Llancaeath Junior School and Llanfabon Infants School via the expansion and refurbishment of the existing Llanfabon Infants site to accommodate the new Primary School with places for 275 pupils plus nursery.

The project outlined in 2.3 of the Officers report is in early developmental stage and officers will ensure that Members are updated on a regular basis in relation to all aspects of the proposal and processes in line with the requirements of the School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013.

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

In noting the proposal, a Member sought assurance that the new premises would be built to be cost effective and provide suitable indoor and outdoor spaces for learning. Officers assured the Committee that all our new build schools are built to a high standard and gave the example of Idris Davies 3 – 18 school. It was also confirmed that an area which is currently outside the school gate but is in Council ownership had been earmarked to be utilised for car parking facilities in the proposal

Following consideration of the report, it was moved and seconded that the recommendations in the report be approved. By way of a roll call voting process this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee:

- i) The report be noted;
- ii) The recommendation to proceed to Welsh Government Business Case Stage on Llancaeath Junior School and Llanfabon Infants School be endorsed prior to consideration by Cabinet on 7th April 2021.

#### **5. 21ST CENTURY SCHOOLS AND EDUCATION BAND B PROGRAMME – PHASE 2 PROPOSAL FOR A CENTRE FOR VULNERABLE LEARNERS**

The report sought the views of the Education Scrutiny Committee on the next stage (Phase 2) of the 21st Century Schools and Colleges Band B programme.

It was noted that there 3 projects identified as part of Phase 2, one of which is the Centre for Vulnerable Learners proposal, as outlined within the Officers report.

The report provided an update to Members on the current position of the Band B (£78 million) 21st Century School and Colleges Capital Programme.

The Centre for Vulnerable Learners has been identified as part of the 21<sup>st</sup> Century Schools and Colleges Band B Phase 2 programme.

The proposal is to adapt and refurbish the old grammar school building, formerly part of the Pontllanfraith High School site, to accommodate creating a new Centre for Vulnerable Learners.

The project outlined in 2.3 of the Officers Report is in early developmental stage and officers will ensure that Members are updated on a regular basis in relation to all aspects of the proposal and processes.

For the purposes of reporting to Welsh Government, the Centre for Vulnerable Learners will be referred to in the business case and supporting documentation as a Pupil Referral Unit.

It was noted that Pupil Referral Units (PRU) are exempt from the consultation processes outlined in line School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013.

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

The Scrutiny Committee discussed the report and proposals at length and sought clarification on the pupils accessing the PRU. Officers confirmed that pupils from across the Caerphilly Borough will be able to access and utilise the facilities where appropriate.

Following consideration of the report, it was moved and seconded that the recommendations in the report be approved. By way of a roll call voting process this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee:

- i) The report be noted;
- ii) The recommendation to proceed to Welsh Government Business Case Stage on the Centre for Vulnerable Learners Proposal be endorsed prior to consideration by Cabinet on 7th April 2021.

## **6. EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2021-2022**

The report provided the Education Scrutiny Committee with the Education Achievement Service (EAS) Business Plan 2021-2022.

It was noted that the EAS are required to submit an overarching regional Business Plan on an annual basis. The report sought members consideration and comment on the full contents of the draft EAS Business Plan as part of the regional consultation process.

The document contained the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within the document assume that the EAS will build upon the learning and momentum from the past few months.

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

The Committee discussed the report at length and Officers provided the Committee with some key points and main priorities within the report. Members sought clarification on Strategic Priorities and Quality Leadership and Officers provided a detailed explanation on the work



undertaken by Headteachers, Governors and Leaders within school when managing education settings during a pandemic, as well as the best practice sharing exercises that have been undertaken. Officers confirmed that Governors play a key role in this, as well as Headteachers and staff. It was noted however, that whilst the work has been exceptional, there is always room for improvement and encouraged Members as Governors to provide any feedback they may have in order to continue along the journey of improvement and best practice.

The Committee thanked the Officer for the report and added their thanks as Governors for his support whenever requested.

Following consideration of the report, it was moved and seconded that the recommendations in the report be approved. By way of a roll call voting process this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee:

- i) The information within the Business Plan be considered and noted;
- ii) The main strengths and areas for development within Caerphilly be considered and noted.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 17th May 2021 they were signed by the Chair.

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CHAIR

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## **EDUCATION SCRUTINY COMMITTEE – 17TH MAY 2021**

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

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

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

1.1 To report the Education 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 stakeholder.

### **3. RECOMMENDATIONS**

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

### **4. REASONS FOR THE RECOMMENDATIONS**

4.1 To improve the operation of scrutiny.

### **5. THE REPORT**

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on Monday 22<sup>nd</sup> March 2021. The work programme outlines the reports planned for the period May 2021 to March 2022.

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, which presents the current status as at 26<sup>th</sup> April 2021. 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. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

- 7.1 As this report is for information only an Integrated Impact Assessment is not necessary.

### 8. **FINANCIAL IMPLICATIONS**

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

### 9. **PERSONNEL IMPLICATIONS**

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

### 10. **CONSULTATIONS**

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

### 11. **STATUTORY POWER**

- 11.1 The Local Government Act 2000.

Author: Mark Jacques, Scrutiny Officer jacqum@carphilly.gov.uk

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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Forward Work Programme - Education				APPENDIX 1
Date	Title	Key Issues	Author	Cabinet Member
17/05/21 17:30	Performance Report (DPA)		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
17/05/21 17:30	Information Item - Safeguarding Report			Cllr. Whiting, Ross;
17/05/21 17:30	Information Item - Support & Challenge Update		Cole, Keri;	Cllr. Whiting, Ross;
29/06/21 17:30	Inclusion Strategy		Cole, Keri;	Cllr. Whiting, Ross;
21/09/21 17:30	Directorate Performance Report – Education Year End Report 2020/21		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
21/09/21 17:30	21st Century Schools – Band B Programme Update	For Members to be updated on the progress of the 21st Century Schools Band B programme.- Phase 1 & 2.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
02/11/21 17:30	21st Century Schools – Band B Update - Phase 2: Consultation	For Members to give their views on any proposals subject to consultation as statutory consultees prescribed by the School Organisation Code 2018	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
10/01/22 17:30	21st Century Schools – Band B - Phase 2: Consultation Report / Statutory Notice	For Members to consider the contents of 21st Century Schools consultation report prior to determination to proceed to Statutory Notice by Cabinet in December 2021.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	21st Century Schools – Band B - Phase 2: Objection Report	For Members to consider the contents of 21st Century Schools objection report prior to determination by Cabinet in April 2022.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	21st Century Schools – Band B Phase 3 – Proposals	To seek members views on the next phase of the 21st Century Schools Band B projects in order to proceed to Business Case submission to Welsh Government.	West, Andrea;	Cllr. Whiting, Ross;

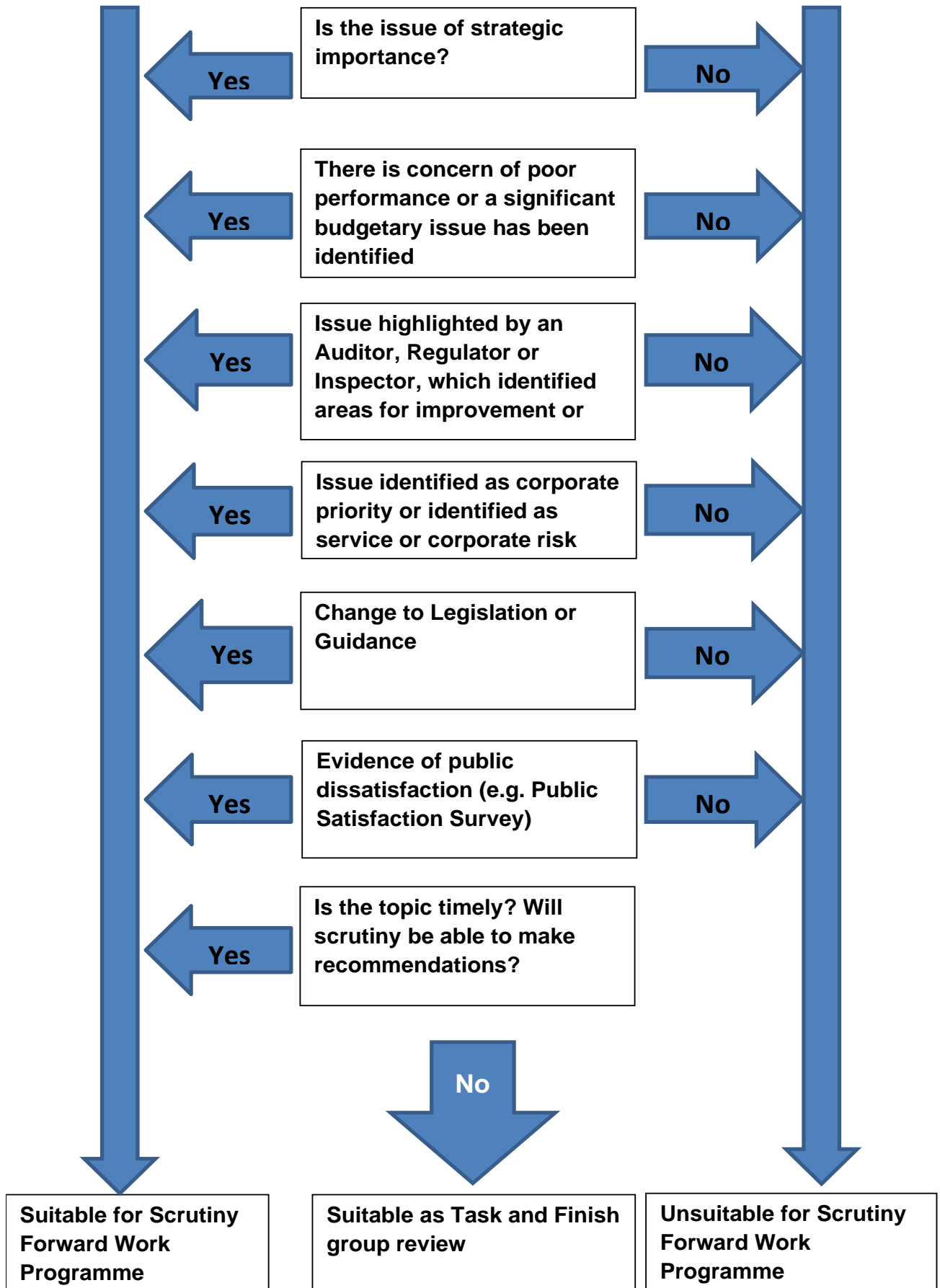
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19/05/2021 10:30	Levelling Up fund	To outline the opportunities and constraints for the Council presented by the new UK funding programmes and initiatives including eligibility criteria, funding allocations and development timescales and propose an initial pipeline list of Council projects eligible for submission to the new funding programmes	Kyte, Rhian; Williams, Mark S;	Cllr. Morgan, Sean;
19/05/2021 10:30	A469 Troedriwfuwch Highway Improvement Scheme	Seeking the views of Cabinet on Capital funding of £300k being made available to allow progression and development of the outline design and detailed budget estimate for the next phase of the A469 Troedriwfuwch highway improvement scheme.”	Lloyd, Marcus; Williams, Mark S;	Cllr. Ridgewell, John;
19/05/2021 10:30	ITC Strategy	To consider the strategy which is the road map proposal on how we take forward ICT in the Authority to enable Digital advancement	Lucas, Liz; Williams, Gwyn;	Cllr. Stenner, Eluned;
09/06/2021 10:30	Employee Volunteering Scheme	To seek the views of Cabinet on a proposed Employee Volunteering Scheme. To seek Cabinet approval to implement the Scheme with a review carried out at 12 months on the uptake and benefits of the Scheme. To seek the view of Scrutiny members on the development of an Employee Volunteering Scheme prior to consideration by Cabinet on 09/06/21	Foley, Sonya;	Cllr. Stenner, Eluned;
09/06/2021 10:30	Welsh Language Standards Annual Report	To inform members and seek their endorsement of the progress made during the financial year 2020-2021 against four specific areas of Welsh language work, as required under the regulatory framework for implementing the Welsh Language Standards. The report will then be published online by the deadline date of 30 June 2021, as required by Welsh Language Standard 158.	Cullinane, Anwen; Peters, Kathryn;	Cllr. Stenner, Eluned;

09/06/2021 10:30	Investment at Virginia Park/ 2nd Satellite at St Cenydd for Trinity	Recommendation to utilise Capital Earmarked Reserves for investment in Virginia Park (Youth Service & EOTAS provision); and at St Cenydd Comprehensive for a 2nd Satellite Class on this site for Trinity Fields.	Southcombe, Jane;	Cllr. Whiting, Ross;
09/06/2021 10:30	Crumlin Institute	Recommendation to give notice to the Landlords to vacate this site in line with a lease break clause late June 2021.	Southcombe, Jane;	Cllr. Whiting, Ross;
09/06/2021 10:30	Options for the reopening of Customer Services and Cash Handling	The report will outline options for the potential reopening of Customer Services and the future arrangements for cash handling.	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/06/2021 10:30	Financial Sustainability Assessment 2020/21 – Caerphilly County Borough Council.	To present the Audit Wales report on the findings of the 2020/21 Financial Sustainability Assessment for Caerphilly CBC. Presenting Officer – Gareth Jones (Audit Wales).	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/06/2021 10:30	Provisional Revenue Outturn for 2020/21	To provide Cabinet with details of the provisional revenue budget outturn for the 2020/21 financial year prior to the annual external audit of the accounts by Audit Wales.	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/06/2021 10:30	Provisional Capital Outturn for 2020/21	To provide Cabinet with details of the provisional capital outturn for the 2020/21 financial year prior to the annual external audit of the accounts by Audit Wales.	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/06/2021 10:30	Delivering Good Governance – Caerphilly County Borough Council	To present the Audit Wales report on the findings of the Delivering Good Governance review for Caerphilly CBC. Presenting Officer – Gareth Jones (Audit Wales).	Harris, Stephen R;	Cllr. Stenner, Eluned;

### Scrutiny Committee Forward Work Programme Prioritisation



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## **EDUCATION SCRUTINY COMMITTEE – 17TH MAY 2021**

**SUBJECT: DIRECTORATE PERFORMANCE ASSESSMENT SIX MONTH  
UPDATE 2020**

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

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

- 1.1 To present Scrutiny with the new Education Directorate Performance Assessment (DPA) which is part of the Council's new Performance Framework.
- 1.2 The DPA provides information and analysis for the 6-month period April – November 2020. The DPA forms part of the overall Council 'self-assessment' activity, of which members are invited to discuss, challenge and scrutinise the information in the DPA.

### **2. SUMMARY**

- 2.1 The Council's Performance Framework had been in its current format for several years and formed a foundation stone of the Council's governance arrangements.
- 2.2 As the Council embarked on its ambitious Transformation Programme, Team Caerphilly, alongside the emergence of new legislation such as the Local Government and Elections (Wales) Bill 2019, it became both timely and opportune that the Framework was redeveloped and enhanced.
- 2.3 The new Performance Framework was endorsed by Cabinet February 2020 and this report introduces one of the key components of the Framework, the Directorate Performance Assessment, (DPA). The DPA is a 'self-assessment' of Directorate's progress across a wide range of information types.
- 2.4 Directorate Performance Assessments are an opportunity to bring together a range of information and intelligence into one picture to answer the self-assessment question of 'how well are we performing and how do we know? Appendix 1 is the Education Directorate Performance Assessment up to November 2020.

### 3. RECOMMENDATIONS

- 3.1 Members review the attached document (Appendix 1) and discuss, challenge and scrutinise the information contained within.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Scrutiny members are involved in the 'self-assessment' process by scrutinising the information within the Directorate Performance Assessment. This also supports the principles within the new section (Part 6, Chapter 1) of the Local Government and Elections (Wales) Bill which provides for a new performance and governance regime for principal councils

### 5. THE REPORT

- 5.1 The Council started reviewing its Performance Management Framework 2 years ago with a view to making better use of the wide range of information and intelligence that it holds and to future proof any new processes in line with the new Performance legislation.

- 5.2 The new Performance Framework has been developed to meet several strategic and operational needs as well as to align with emerging legislation and further the Council's desire to be a high performing learning organisation focused on meeting the needs of its residents.

- 5.3 The framework was piloted in 2019 and endorsed by Cabinet February 2020

- 5.4 Part of the framework was to develop a reporting dashboard at directorate level. This report introduces and shares the Educations DPA. To show how the DPA fits into the overall framework the components are noted below.

#### 5.5 The Framework

The Council's new Performance Framework has several component parts:

- Corporate Performance Assessment (CPA)
- **Directorate Performance Assessment (DPA)**
- Service Planning, identifying priorities resources and actions to improve.
- Risk Management – the barriers that may prevent improvement.
- MyTime Extra – personal learning and development, skills to deliver on objectives.

- 5.6 The Corporate Performance Assessment (CPA) dashboard is used by the Corporate Management Team (CMT) and Cabinet to monitor the Council's progress in delivering its strategic priorities, identifying and challenging areas of underperformance and discussing and agreeing any remedial actions that may be required.

The dashboard is received by CMT on a quarterly basis as well as being shared twice yearly with Cabinet. While the dashboard itself offers a rich insight, it is set at a high-level position and designed to be an 'at a glance' overall picture.

The detail that sits underneath it is within the DPA.

## 5.7 Directorate Performance Assessment (DPA)

The DPA dashboards are developed for all directorates. The report provides Directorate Management Teams with a range of data to keep progress under review, drive performance improvement and manage resources, intelligence and risks. Information within the DPA dashboards is grouped as follows:

- Overall summary of the Quarter
- Progress on a Directorate's Priorities
- Performance Data
- Customer Intelligence
- Resources – financial / workforce and assets
- Risk Register
- Well-being Objectives
- Lessons Learned
- Conclusion

The DPAs are received by Senior Management Teams on a quarterly basis providing opportunities to account for progress, challenge performance and agree improvement activity. Data from DPAs will be shared with relevant Scrutiny Committees twice yearly.

5.8 The focus of the Directorate Performance Assessments (Appendix 1) is to continue our development as a learning organisation. The DPA is less about performance and targets (though they have their place) rather is designed to provide a wider picture of knowledge and learning, to identify cause and effect and to invite mature conversations that enhance learning which leads to improvement.

## 5.9 Conclusion

The Council's new Performance Framework as set out will provide Cabinet, Scrutiny Committees, CMT and DMTs with a regular and embedded mechanism for monitoring progress, managing performance and driving improvement. The dashboards, which provide 'a single source of the truth', enable key aspects of performance to be discussed, action to be agreed and learning to be generated. The ability to specifically link individual contributions to organisational goals provides a platform for every employee to understand how they fit and to be recognised for the part they play in delivering the Council's objectives

## 6. ASSUMPTIONS

6.1 No assumptions were thought to be required in this report.

## 7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

7.1 This report is for information and has no decision-making requests, so the Council full Equality Impact Assessment process does not to be applied. Information on equalities and Welsh language will be included appropriately within the DPA's and CPA's as part of a picture of Directorate's self-assessments.

## **8. FINANCIAL IMPLICATIONS**

- 8.1 There are no financial implications within this report, however the DPA (Appendix 1) has a section on resources including relevant budget out turns as part of the overall self-assessment of the directorate.

## **9. PERSONNEL IMPLICATIONS**

- 9.1 There are no personnel implications within this report, however the DPA (Appendix 1) has a section called 'resources' which provides data on a range of workforce aspects

## **10. CONSULTATIONS**

- 10.1 Any consultation responses have been included with in this report.

## **11. STATUTORY POWER**

- 11.1 The Local Government Measure (2009) and Local Government and Elections (Wales) Bill.

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Dave Street, Corporate Director, Social Services  
Mark S. Williams, Corporate Director Communities  
Councillor Ross Whiting, Cabinet Member, Education and Achievement  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Financial Services and S151 Officer  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning & Strategy  
Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation)  
Rob Tranter, Head of Legal Service and Monitor  
Steve Pugh, Corporate Communications Manager

Appendices:

Appendix 1 Directorate Performance Assessment (April – November 2020)



# Education Services Directorate Performance Assessment

## 2020/21 Quarter 1 & 2 (6 Month Update)

Please select a section of your choice:

Summary & Priorities



Performance



Customer Intelligence



Resources



Risks



Well-being Objectives



Conclusion



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## Directors Summary

### Quarter 1 & 2 (April to September) 2020

The performance period under review aligns with the first six months of the COVID-19 pandemic. It is important to recognise that during this time, Caerphilly Council and the communities it serves have been severely impacted by the virus with some services ceased, some delivered in alternative ways and many of the Council's staff redeployed in support of services that had not existed prior to the beginning of the financial year. The reintroduction of many of those services only a matter of months on, along with key governance processes such as the Council's DPA process, demonstrates how the Council has begun to return to a semblance of normality while also continuing to protect our people and place from COVID-19. I would like to record my appreciation of Education and School based staff for the way in which they have adapted, transformed working practices and done whatever has been asked of them during this time.

In terms of specific performance updates during Q1 and Q2, I would like to place on record my thanks for the way in which our Schools, supported by the LEA, have closed; transitioned in to childcare hubs; introduced an innovative approach to delivering FSM supported blended learning; partially reopened, and then opened again fully in September while doing everything in their power to keep staff and pupils as safe as possible. The work that has been done and the commitment and bravery that has been required cannot be underestimated. Since returning to school in September the focus has very much been on catching up with lost lesson time, particularly for examination age pupils as well as overcoming the significant challenges associated with a reintroduction of face to face teaching; home to school transport and hot school catering. The workload pressures on Head Teachers and LEA staff to support this effort have been immense and protracted and concerns are growing about the resilience of the school community should the pandemic response continue into the medium term. To assist, a wide range of financial, technical and wellbeing support is being wrapped around the sector.

Some of the specifics that have been achieved throughout the period are as follows:

- Safe systems of work and comprehensive Risk Assessments introduced ahead of a return to school along with COVID secure approaches to Transport, Catering and Pupil ingress/egress
- The introduction of an application process for childcare places across the emerging childcare hubs and the process of accepting children was developed and implemented in only a matter of days
- Free to use and publicly available WiFi has been installed across every school site to enable greater use of smart devices across school settings
- Levels of FSM uptake have increased by 20% following the introduction of an innovative FSM delivery approach that has placed food on the plates of every learner and also kept local businesses afloat
- Agreement and funding from Cabinet to introduce a whole Borough approach to cashless catering which is now being rolled out
- Creation of a daily COVID dashboard for schools to enable incidences of positive cases and associated self isolation periods to be monitored and managed to keep schools open in very difficult circumstances
- Further innovations have been introduced across the Library Service such as the Order and Collect Scheme which is now being rolled out across every Library setting
- Support for the vulnerable from across Education has been exceptional with vulnerable learners a specific focus throughout lockdown for functions such as the Youth Service, EWO and ALN Teams
- Staff from across Education have been redeployed into critical support roles for the organisation with Childcare Hubs, FSM delivery, the Council's Buddy Scheme, Customer First and even the AB UHB benefitting from the support of Education staff
- The 21st Century Schools Business Cases for the expansion of Trinity Fields and the relocation of Ysgol Gymraeg Cwm Gwyddon have been developed and approved for consultation by Cabinet

In response to COVID 19, the buddy scheme was set up beginning on the 16th March 2020 to deliver a community response to support vulnerable people and those who were self-isolating. The Corporate Policy Unit managed the system with assistance from across all Council Services. Services that had effectively shut down mainstream activity offered staff to the Buddy

Name of Priority	Completion Date	RAG	Progress - Achievements - Comments
Aim the reduce the impact of poverty on Early Years	Ongoing	●	<p>Welsh Government announced a new funded childcare scheme which we made operational during April 2020. This was a redirect of the Childcare Offer funding and aimed predominantly at children aged 0-5years from families of key workers who needed to attend the workplace as well as very vulnerable children. During April to 31st August 2020, we supported 555 children aged 0-5years with funded childcare places.</p> <p>Families First and Flying Start early intervention support was delivered virtually throughout the period, ensuring families were contacted and had access to support as they needed it. Many projects used social media closed groups to maintain contact, build peer support networks, support communities to support each other, doorstep drops of activity packs relevant to the age and stage of the children.</p> <p>Health visitors and family workers and additional needs workers in Flying Start continued to do in person contacts in clean rooms for families where there were greater concerns, including for those where there were safeguarding concerns, very vulnerable families, complex family needs, and digitally excluded. The doorstep drops of activity packs with the doorstep contact supported families who felt very isolated and were struggling to support their child's development.</p> <ul style="list-style-type: none"> <li>• Over 200 parents were supported through the parent network closed groups plus wider parents in the community through the food parcels.</li> <li>• 148 families with 151 children of which, 10 are pregnant, were being contacted weekly by parenting team.</li> <li>• 28 parents were being contacted weekly for support by ALN team with a further 6 being supported through in person contact in clean rooms.</li> <li>• 72 parents were supported with children's language delays and have since accessed in person support in clean rooms as well as virtual support.</li> <li>• The Flying Start childcare team initially was redirected to support key worker children alongside school hubs. However, they restarted for Flying Start children from 29th June and have continued since then to engage and support children's development. While the Flying Start children were not attending setting, 800 children had doorstep drops of individualised development activity packs. Also, during the summer holidays all children from the childcare settings had weekly delivery drops to support their development at home.</li> </ul> <p>The Childcare Offer was restarted from 1st September for working parents of 3 year olds in part time Education. 528 children accessed funded childcare placement through the Childcare Offer in September, saving parents just over £157k in childcare fees for September and supporting the sustainability of small local childcare businesses</p>
Raise standards of attainment.	Ongoing	●	<p>Prior to lockdown, Standards and provision at end of Foundation Phase and Key Stage 2 were judged to be good. This is evidenced by individual pupil level data, and Estyn outcomes. However, two Welsh medium schools were inspected in Autumn 2019 where standards were judged by Estyn to be adequate. As a result, both schools were placed in the category of 'significant improvement'.</p> <p>Verified Key Stage 4 data for 2018/19 (verified by WG Core data sets, published January 2020) identified an improving trend across a range of legacy indicators and newly implemented interim measures. Summary over one year indicated improvements in SCC, Literacy, Numeracy, Science and all Legacy measures (except Level 1). This is against a national picture where there has been a decline in performance against a number of indicators. However, the number of pupils achieving no qualifications has also risen from 0.9% in 2017-18 to 1.7% in 2018-19. This is 0.8% higher than the national average.</p> <p>Key Stage 5 performance is a mixed picture which has resulted in an increased focus on performance measures related to pupils achieving 3 A-C and A*-A qualifications.</p> <p>In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for FP through to KS3. Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. Analysis of standards for this year cannot include aggregated LA data or individual school performance data and, therefore, comparison of year on year progress is not possible.</p> <p>Strategies have been initiated by schools that aim to minimise the impact of the disruption. This includes a range of professional learning activities for school and LA staff to develop effective blended and distance learning strategies. This pedagogical strategy is however in its infancy and will require significant ongoing development and refinement.</p>
Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equity of opportunity.	Ongoing	●	<p>Youth Workers have continued to work with pupils from Learning Pathway Centres to enable the attainment of accreditation during lockdown.</p> <p>In the past year and including the earlier stages of lockdown, 120 young people in the Youth Service have achieved over 340 national (non GCSE) qualifications and over 2600 young people have achieved over 8000 local awards</p>



<p>Reduce the Impact of Poverty upon communities</p>	<p>Long term and ongoing</p>	<p>●</p>	<p>Verified Key Stage 4 data for 2018/19 (verified by WG Core data sets, published Ja+L31n 2020) identified an improving trend across a range of legacy indicators and newly implemented interim measures for FSM pupils. The performance of FSM pupils was broadly in line with the Welsh average. As stated above, the cancellation of summer 2020 GCSE, AS and A level examinations has meant that the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. At the onset of lockdown, the Youth Service supported catering's food delivery arrangements by constructing and providing a suitable risk assessment for the delivery of FS meals for all CCBC staff and volunteers – youth workers contributed to the distribution of free school meals to vulnerable families throughout the lockdown period. Feedback from schools indicates that FSM pupils were more likely to be affected by the lockdown period. The Edtech strategy has been repurposed as a response to this (see below).</p>
<p>Help those who are able to follow a non-traditional attainment path.</p>	<p>Mar-20</p>	<p>●</p>	<p>Provision and standards during the period April to September was obviously dominated by the adaptations necessary to the pandemic. Whilst during the initial period our blended learning approach was called into action, towards the latter all provisions were active with re-integration programmes focused on wellbeing, of both staff and students, alongside the identification of learning gaps which have informed our curriculum diet for the Autumn Term 20. Of significance during this time has been the development of remote learning for our students currently on Home Tuition. Work has been undertaken by a large proportion of the EOTAS team in linking our LA based tutors with clusters of schools, developing IT capabilities of both adults and students and developing re-integration plans where appropriate. This has already had a positive impact in the reduction of resources used to employ agency workers. Savings are currently being re-directed towards the recruitment of further LA based tutors.</p> <p>The process of supporting these students has been significantly strengthened with the appointment of two Assistant Educational Psychologists who are working directly with students and their families, identifying barriers and facilitating progress back to mainstream schools. A key action arising from scrutiny of NEETs performance data and trends over the past 5 years has been the development of NEETs strategy that captures and harmonises related activity across the Education directorate and elsewhere within the authority. A draft is currently being refined and a specific set of actions will accompany release of the document late Autumn 2020.</p>
<p>Support learning that enables young and adult employment opportunities including a focus on 'future skills'</p>	<p>Long term and ongoing</p>	<p>●</p>	<p>Yearly targets have been achieved however this period covers the Covid 19 – lockdown and during this time we were only able to provide support to our participants via email and telephone calls. It must be noted that many of these participants have been unemployed for a considerable period and need intensive support to gain qualifications and employment. However, despite limited It access and initial difficult using emails and the internet 30 participants gained QCF employability related qualifications and 9 participants gained employment during this period. Youth Service Engagement and Progression arrangements have continued support for traineeship take up within the authority and is championing the new Wales-wide apprenticeship scheme. Destinations secured for school leavers include take up of significant amounts of training opportunities, vocational and otherwise, in further education.</p>
<p>Improve digital skills for all ages.</p>	<p>Long term and ongoing</p>	<p>●</p>	<p>The Edtech programme has also been repurposed in response to the national lockdown and risk to digitally disengaged learners. Wave 1 -3: The network infrastructure as part of waves 1-3 to replace network switches and access points is progressing. 33 schools completed, 37 school partially completed, 17 schools remaining.</p> <p>Wave 4: The investment in filtered Guest wifi throughout schools has enabled pupils to use their own suitably enabled devices. A further £1.4 m Edtech funding has been allocated to purchase 7710 Lenovo Chromebooks for learners without their own device. Roll out plan required to consider priority year groups to receive devices.</p> <p>As part of the Stay Safe, Stay Learning project a total number of 1076 laptop devices from 47 schools were repurposed into Chromebooks and supplied to learners. EAS have produced an IT self-evaluation toolkit to enable schools to identify strategic priorities in the development of digital learning. This initiative is in its infancy but is currently being trialled by schools that form part of the IT Stakeholder group.</p>
<p>Improve the learning environment.</p>	<p>Long term and ongoing</p>	<p>●</p>	<p>The 21st Century Schools Team have been managing a range of investment and development opportunities to support building improvements across schools in the Borough.</p> <ul style="list-style-type: none"> <li>• 21st Century Schools and Colleges Band A Programme – Trinity Fields refurbishment</li> <li>• 21st Century Schools and Colleges Band B Programme – Ysgol Gymraeg Cwm Gwyddon / Trinity Fields – proposals are currently at consultation stage and a report is being prepared for Cabinet to decide on whether to proceed with both projects.</li> <li>• CCBC Capital Maintenance Programme</li> <li>• WG Capital Maintenance Programme</li> <li>• WG Welsh Medium Grant</li> <li>• WG Childcare Grant</li> <li>• Community Hubs – Athletics track at Oakdale</li> <li>• Sporting Facilities – 3G pitches at St Cenydd, Lewis School Pengam, Cwm Rhywni (Gelli Haf)</li> </ul>
<p>Safeguard all children and young people in order to create a climate for learning, particularly the most vulnerable.</p>	<p>Sep-20</p>	<p>●</p>	<p>The education safeguarding coordinator post has been appointed. Training for schools (train the trainer is ongoing) and networks with secondary and primary DSPs have been established. School audits are being undertaken in line with the schedule. The LA has developed a formal exclusion strategy currently in draft and to be shared with Scrutiny and Cabinet outlining the vision for reducing exclusions. Processes for monitoring exclusions have been made more robust.</p> <p>The Educational Psychology Service (EPS) provided direct support to the childcare hubs including to the most vulnerable pupils linked to our special school, consultation regarding individual concerns and support for pupil and staff wellbeing. The EPS also set up a helpline for professionals and parents, which was accessed by both schools and parents who were struggling to cope with their children's ALN and increased anxiety. A virtual meeting was held with all of the secondary school Pastoral Leads to discuss how schools were supporting their most vulnerable pupils during the lockdown period; this provided an opportunity to provide guidance and for schools to share examples of good practice. The EPS also made contact with school ALNCo's to ascertain, via a survey, how ELSA support was being provided to the most vulnerable pupils during school closures. Bereavement support was also provided to both schools and parents, this included helping schools to identify which pupils would be most impacted by the bereavement, so that support could be provided to these pupils. The school-based counsellors provided weekly check-ins with the pupils who opted in to this service and who were receiving counselling prior to school closures. Online individual and small group CBT support was also provided to those pupils who were identified as very anxious, who were receiving this intervention prior to lockdown and who opted for this support to continue during lockdown.</p> <p>EP contact was made with all schools immediately prior to both the 2 week 'Check in, Catch up and Prepare' return to school in the summer term and the start of the Autumn term, to discuss how schools could support the return of pupils in general and specifically those they considered to be most vulnerable. Linked to this, the EPS created two guidance booklets based on a trauma-informed approach to support schools to prepare for pupils return to school by supporting their understanding of the impact of covid-19 on wellbeing and by providing guidance and practical strategies that schools could implement to support both staff and pupil wellbeing as a pre-requisite to create a climate for learning</p>



Status	
<b>Black</b>	Not yet started or too early to report any progress (achievements/changes)
<b>Red</b>	Started but not progressing well
<b>Amber</b>	Started with reasonable progress achieved
<b>Green</b>	Going well with good progress

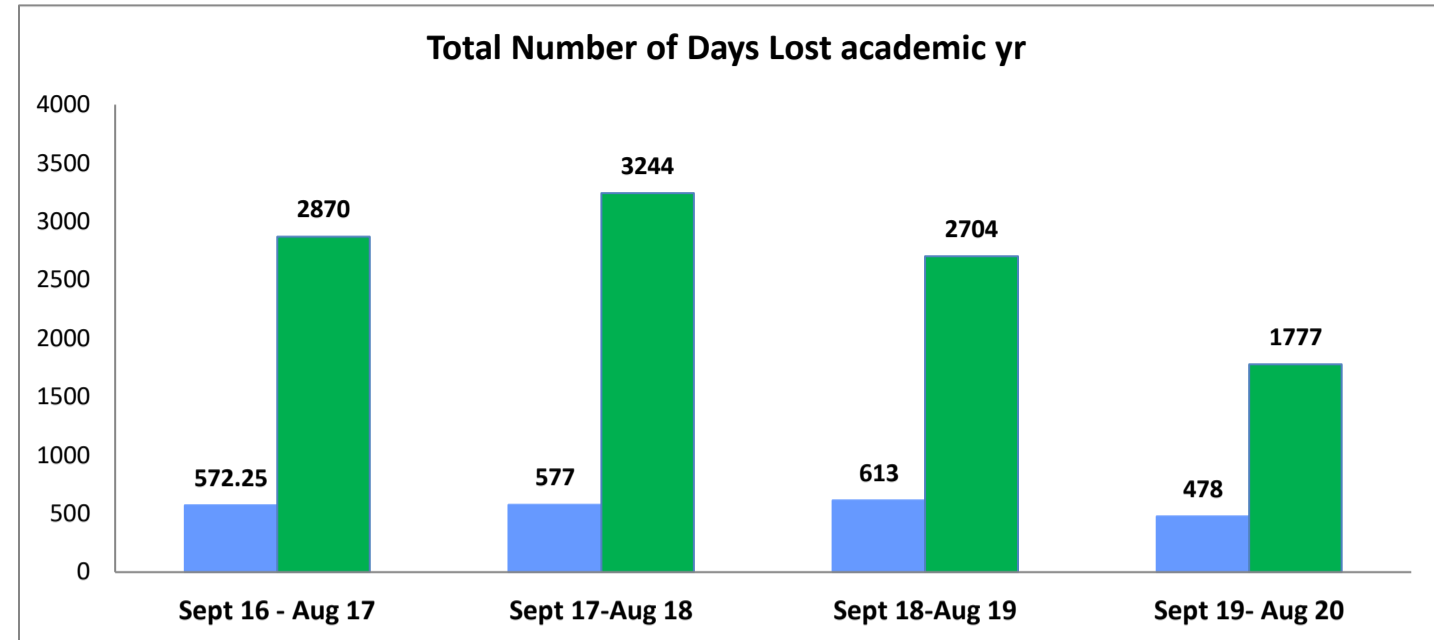
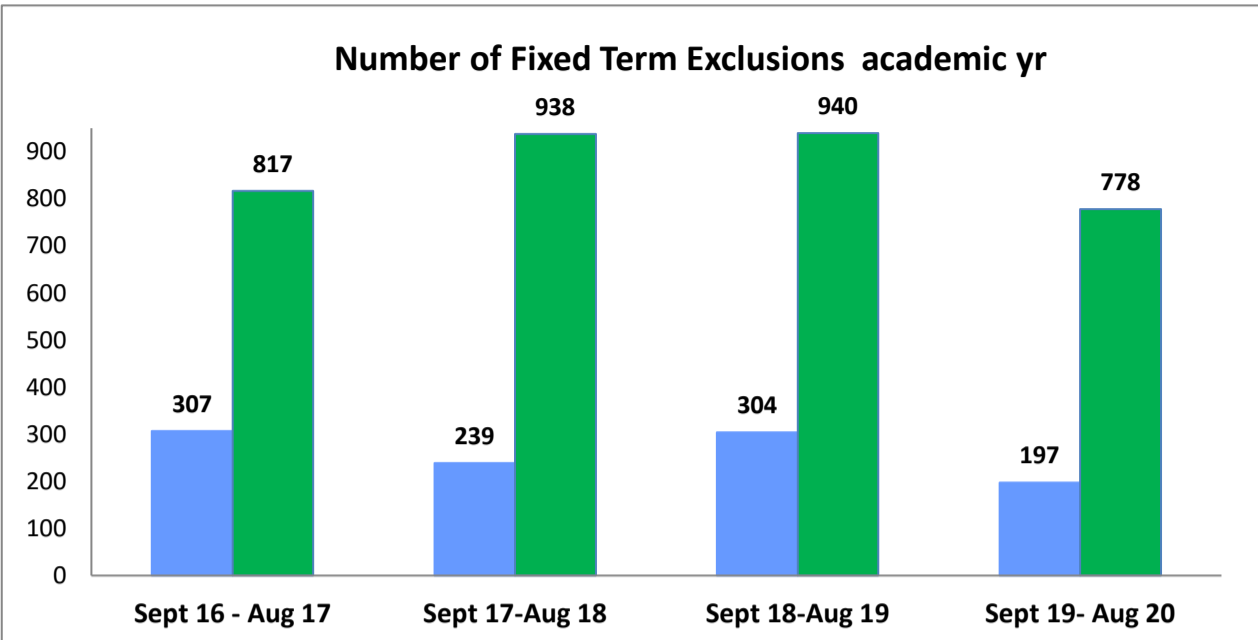
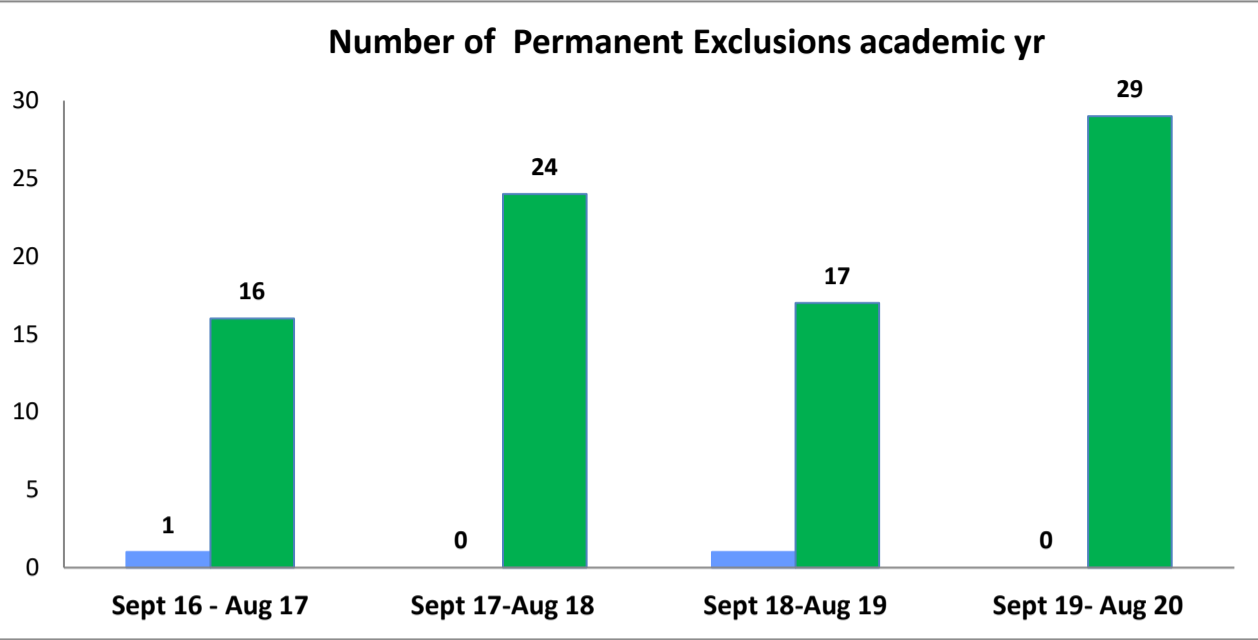




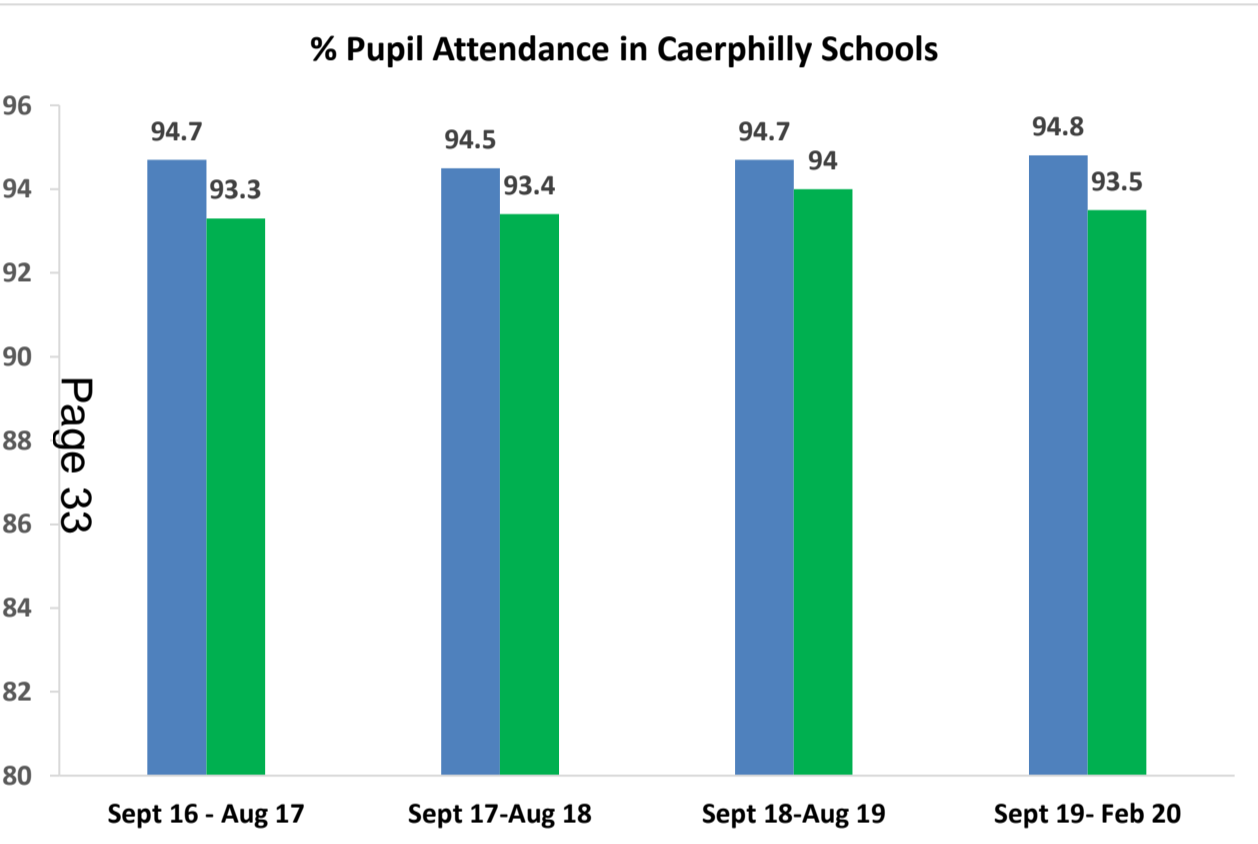
# Performance

## Priority 6 - Reduce the rates of exclusion, therefore impacting upon pupil attainment

Primary Schools Secondary Schools



## Priority 2 - Increase the percentage of pupil attendance across primary and secondary in order to maximise pupils' learning



\* All exclusion data will be confirmed when verified

### What is the Performance information telling us?

The LA revised attendance strategy impacted positively on improving attendance trends in secondary schools - a rise of 0.7% over 3 years. The September 2019 Welsh Government Statistical Release identifies improvement compared with other Local Authorities (18/19-7th, 17/18-17th, 16/17-21st). Primary attendance over three years made more marginal gains but was still favourable compared to other local authorities with similar numbers of FSM pupils.

However, the decision by Welsh Government to cancel all statutory data collections related to attendance and pause all statistical releases due to the coronavirus outbreak has meant that there will not be an official record of pupil attendance for 2019-2020. WG data collection (if any) for 2020-2021 will not be a measure of the impact of the attendance strategy, but largely reflect the number of pupils required to isolate as a result of advice from environmental health services. The education welfare service has repurposed itself to support the welfare of individual families, supporting the pupils return to school on a case by case basis.

Similarly, the statistical release for exclusions has also been paused, therefore, preventing a comparison against other local authorities. Prior to lockdown, pupil exclusion across a range of indicators remained too high (number of fixed term exclusions, number of pupils, number of permanents) and remains a significant area for improvement. As in the case of the educational welfare service, education psychology and the inclusion team work with schools and individual pupils to limit the number of exclusions during the lockdown period.

Q3 reporting will include internal data monitoring of both attendance and exclusion rates. A report is going to scrutiny 26th Nov to provide contextual information on this years data to members.



# Performance

**Priority 1 - Improve outcomes for all learners particularly those within Key Stage 3 and 4**  
**Priority 5 - Improve provision and outcomes for vulnerable groups**

		2016/17		2017/18		2018/19		Targets		
		LA	Wales	LA	Wales	LA	Wales	All	FSM	Boys
<b>KS4</b>	Capped 9 Points Score (interim)					337.6	354.4	353	298	335
	WBacc Skills Challenge Certificate indicator – Points Score	24.5	28.6	33.7	36.5	36.4	36.4	38	31	35
	Literacy Indicator - Points Score	37.5	39.1	37.1	39.4	37.3	39.0	39	32	36
	Numeracy Indicator - Points Score	36.4	37.9	36.3	38.3	36.3	37.2	38	31	37
	Science Indicator - Points Score	38.0	39.0	34.8	36.8	35.1	36.8	37	29	35
	No qualifications	1.2	1.1	0.9	1.0	1.9	1.2			
<b>KS4 - legacy</b>	L2 inc E/W & M (exc. literature)	49.9	54.6	46.9	55.1	47.0	49.9			
	L2 inc E/W & M (inc. literature)					50.6	53.8	53	32	48
	L1	94.0	94.4	92.1	93.7	90.9	92.8			
	5+ A*-A or equivalent	13.5	16.8	12.1	18.0	15.2	18.0	18	5	13

\*These figures are now confirmed and may vary from the original figures.

## Foundation Phase, Key Stage 2, Key Stage 3.

In 2018, teacher assessment data is to be utilised solely to inform approaches to teaching and learning in the classroom, rather than as a tool for accountability. Therefore, teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

## Key Stage 4

### Measures

In 2019, Welsh Government have moved away from threshold measures. The interim performance measures are made up of five headline measures, all based on points scores. Reports on these measures will include Year 11s only.

**Capped 9 score**- calculates the average of the scores for the best awards for all individual learners in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.

**Literacy**- calculates the average of the scores for all individual learners in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a learner.

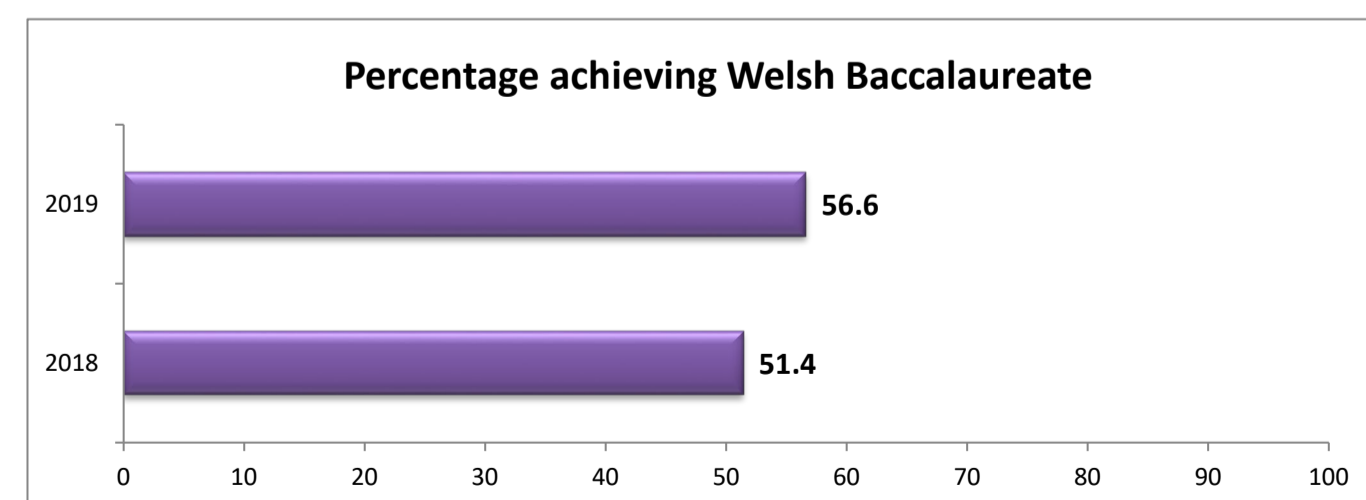
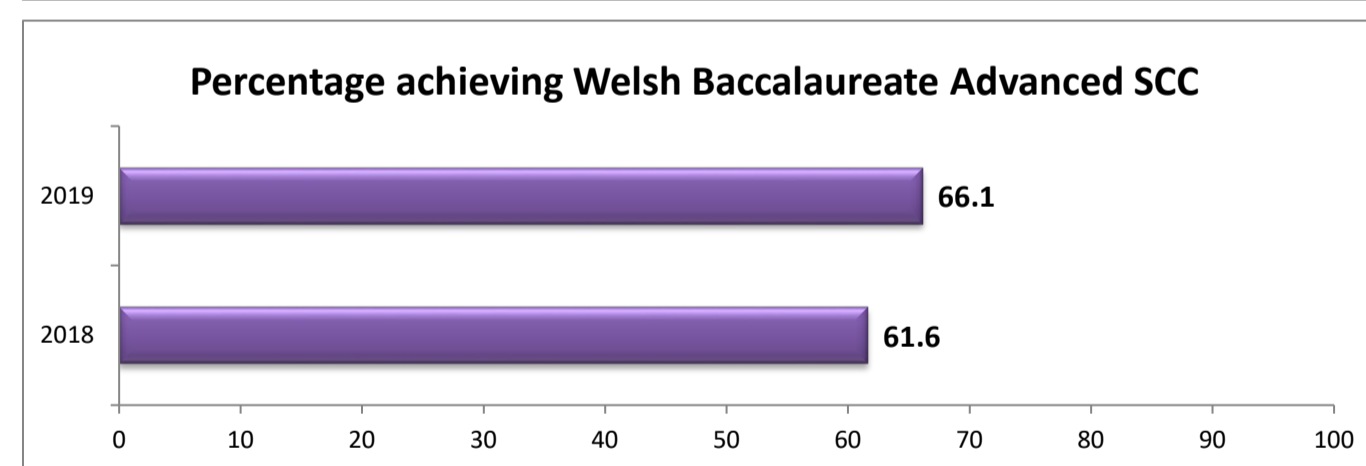
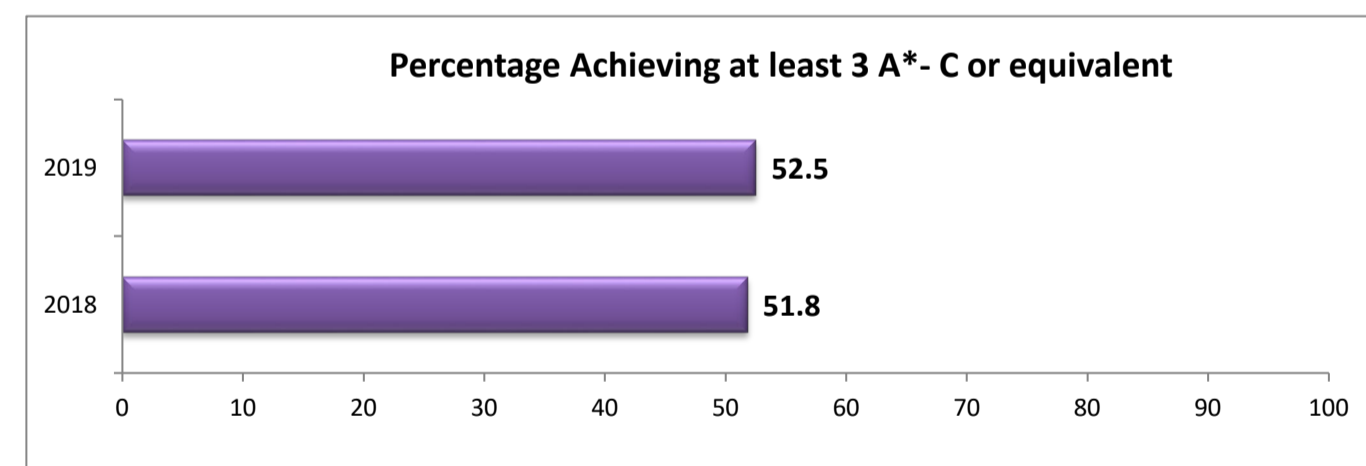
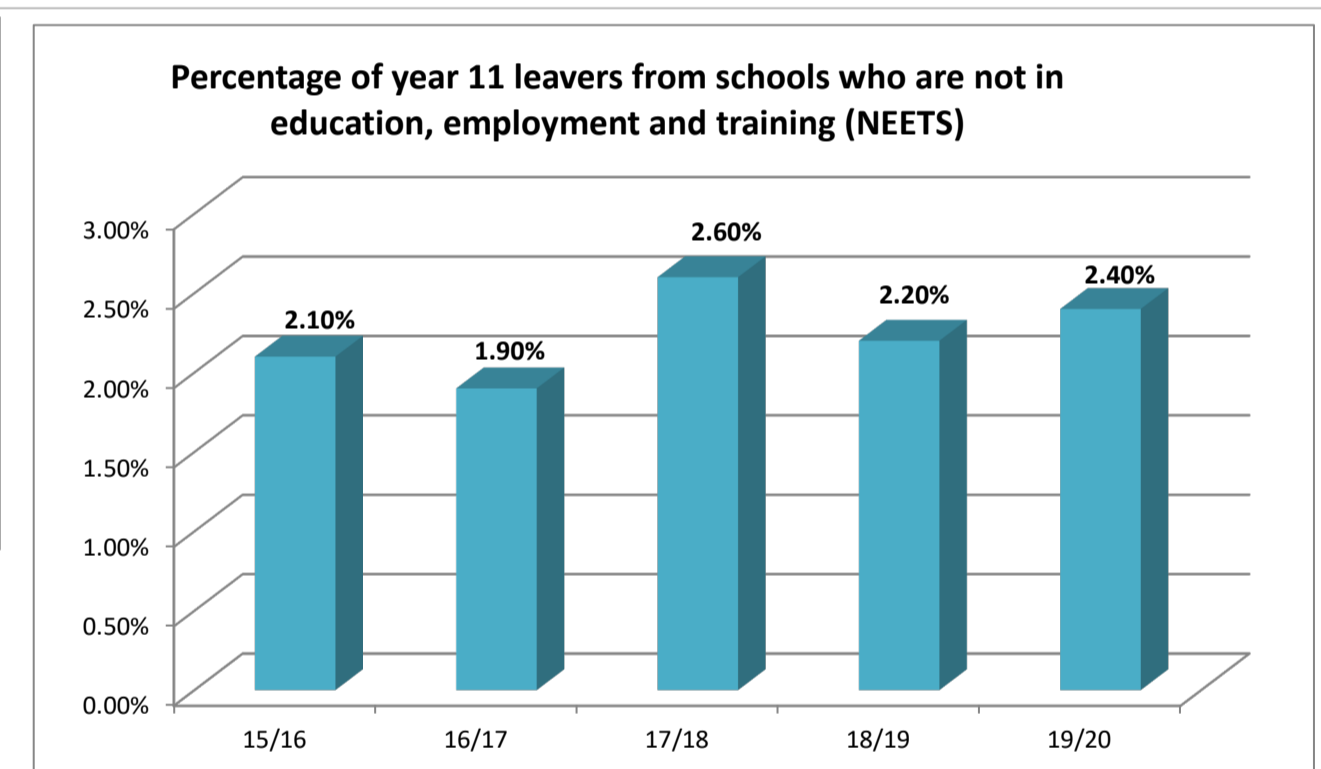
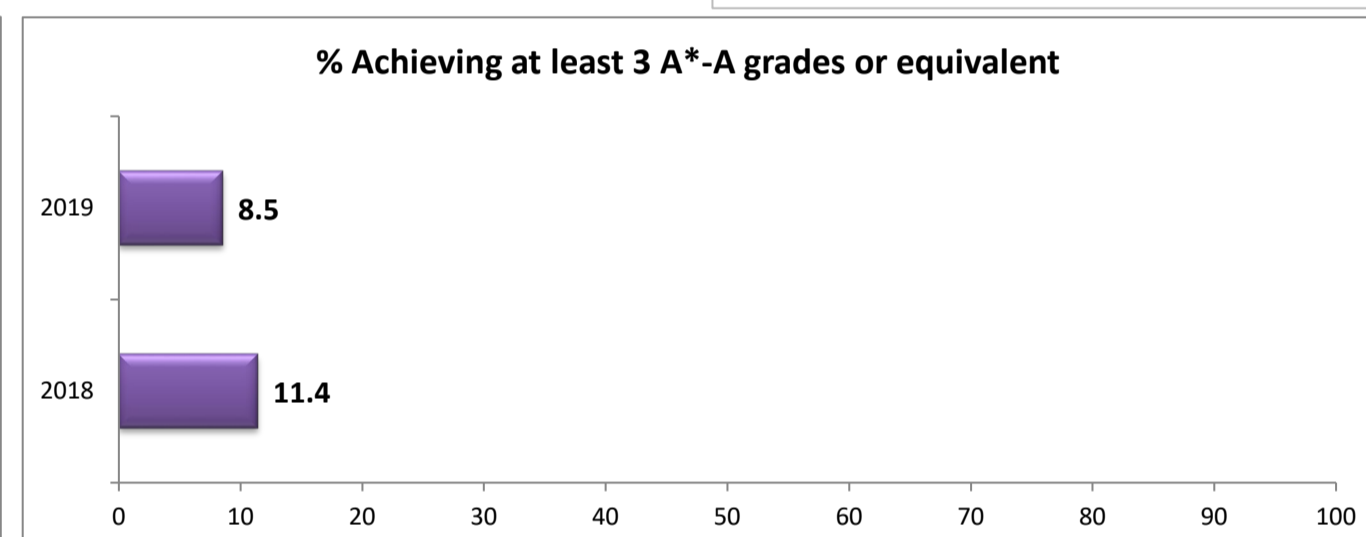
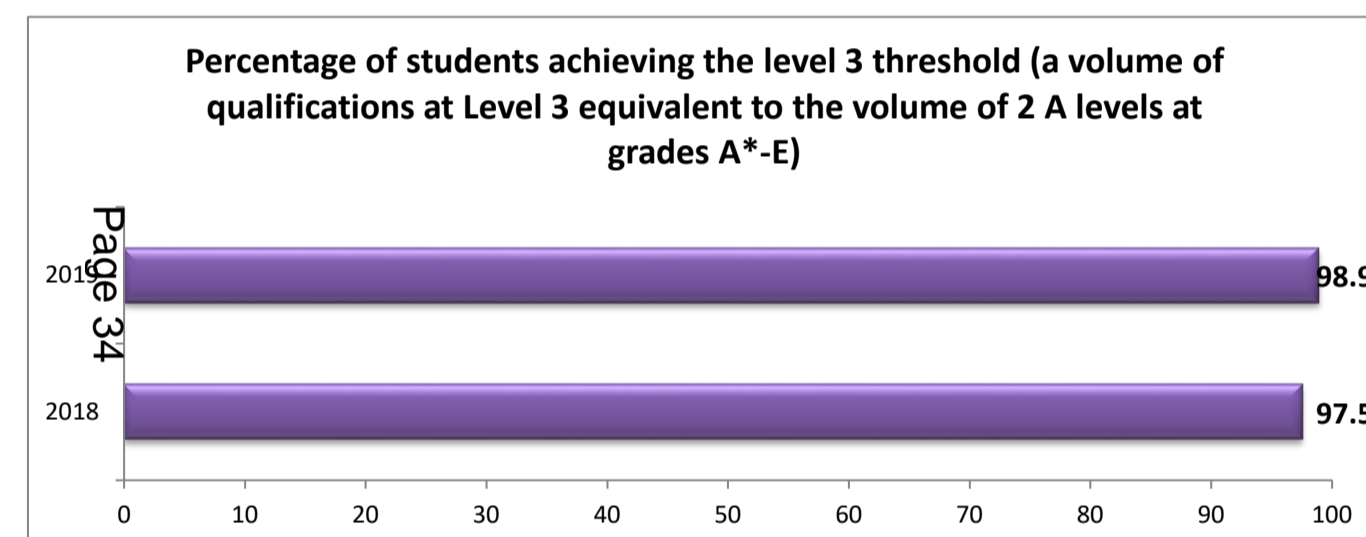
**Numeracy**- calculates the average of the scores for all individual learners in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a learner.

**Science**- The science measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from science GCSEs awarded to a learner. Currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners.

**Welsh Bacc Skills Challenge Certificate**-The Welsh Baccalaureate Skills Challenge Certificate measure calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.

However, in response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for FP through to KS3. Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. Analysis of standards for this year cannot include aggregated LA data or individual school performance data and, therefore, comparison of year on year progress is not possible.

## Year 11 A-level results



**NEET** Performance data received for Academic year 18/19 (above as 19/20) declined to 2.40% and this equates to 47 pupils out of 1937. Of those 47 pupils 27 were unable to enter employment, education or training due to health or medical issues. This would give a performance of 1.03% for those 20 pupils who did continue into employment, education and training

Due to the Covid situation the NEET figure may rise for the next reporting period as the nature of the work requires considerable contact opportunity and face to face support and the Virus lockdown restricted this, compounded by the closure of Schools in the Summer term of 2020. This has resulted in elevated numbers of vulnerable young people without confirmed post-school destinations, particularly those already less engaged with schools for various reasons and this may result in a decline in NEETS-related performance.

We have identified this as a new risk in the Directorate Risk Register.

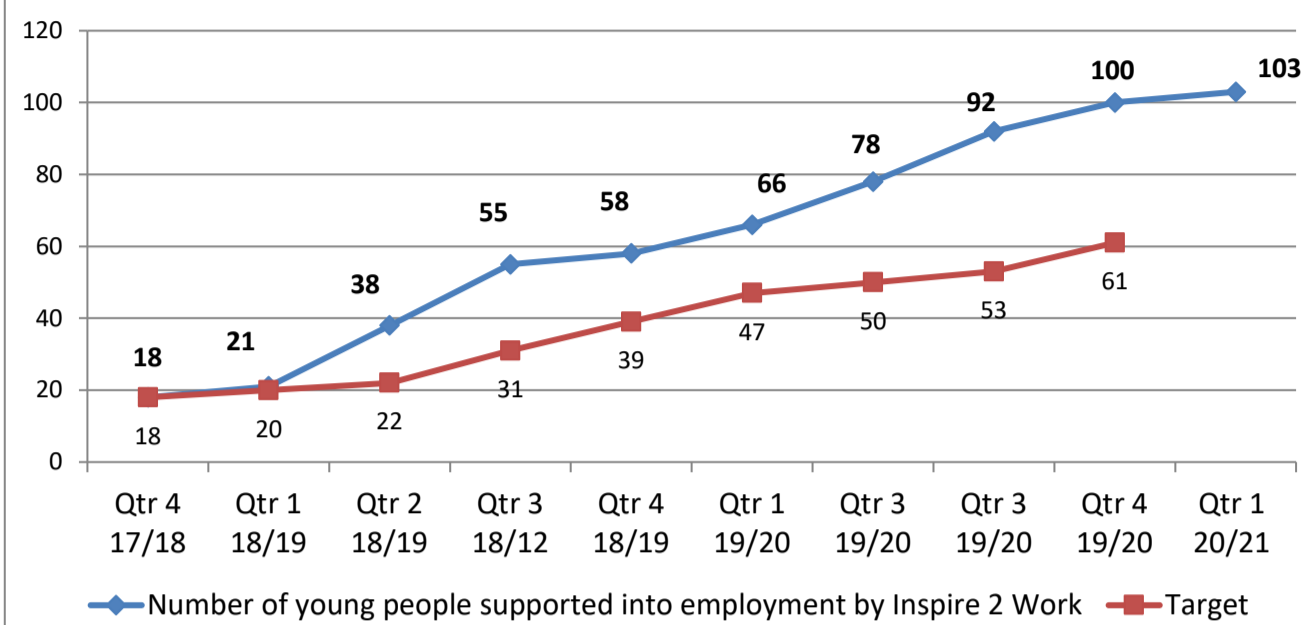


# Performance

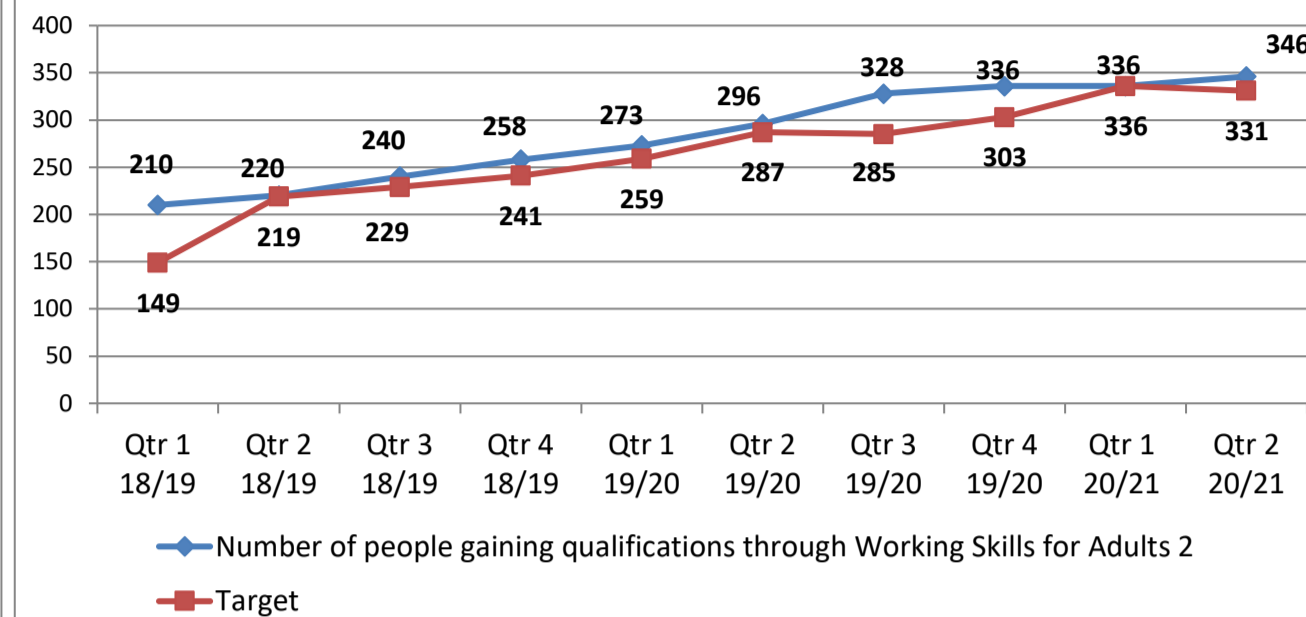
Priority 3 Reduce the Impact of Poverty upon communities  
 Priority 5 Improve provision and outcomes for vulnerable groups

All Adult Employability Targets are being exceeded.

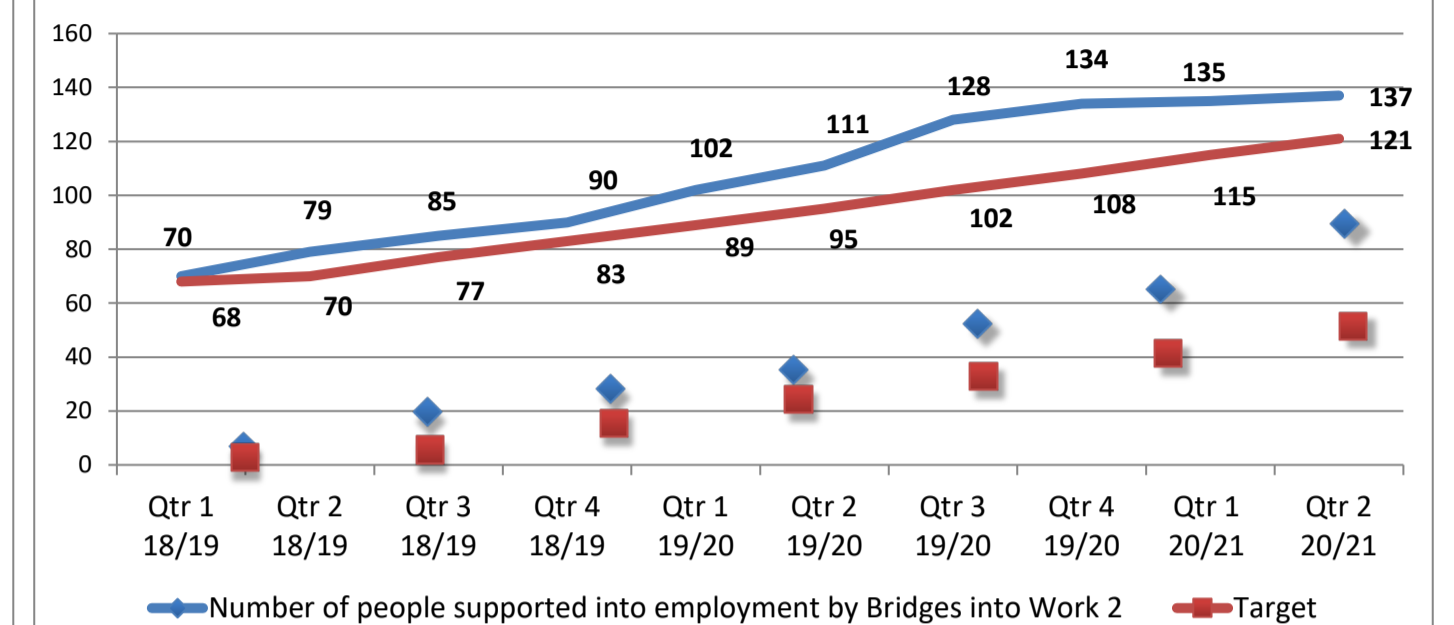
Number of young people supported into employment by Inspire 2 Work (aged 16-24)



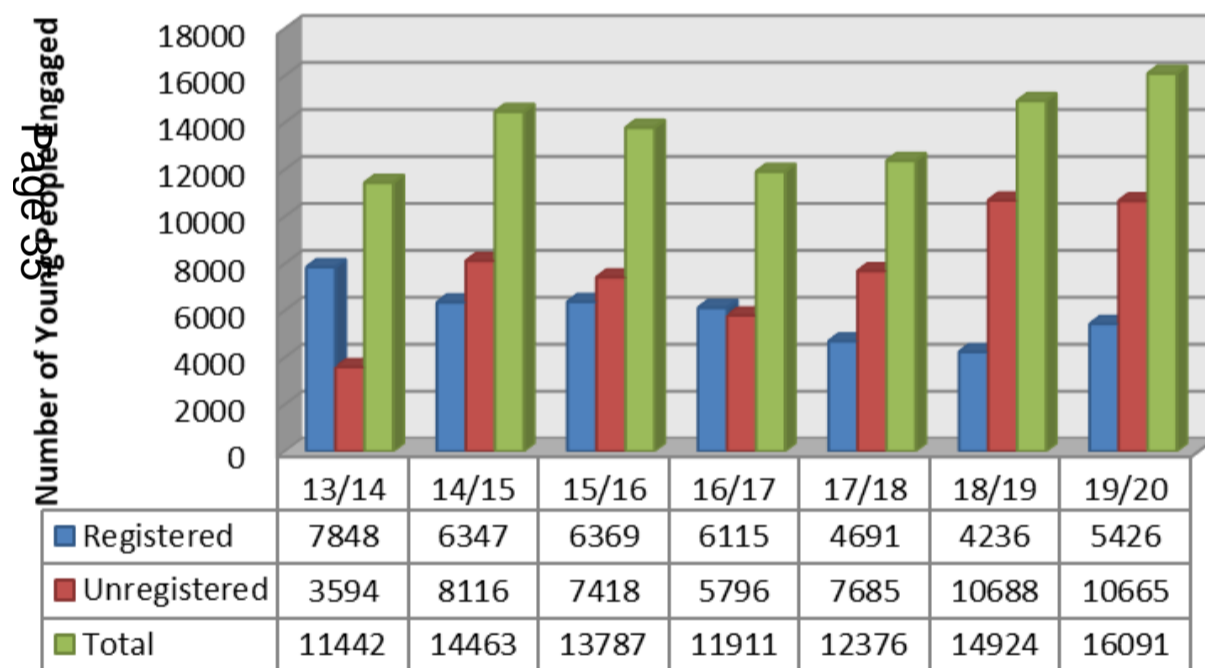
Number of people gaining qualifications through Working Skills for Adults 2 (aged 16+)



Number of people supported into employment by Bridges into Work 2 (aged 25+)



Young People engaged in the Youth Service



## Youth Service

The number of registered young people who engaged with the youth service during 2019/20 totalled 5,426 individuals. This exceeded the target of 4000. Registered young people include all those who consent to personal details and information being held and processed, and who access the service on a regular basis. 'Unregistered' young people include:

- Young people who use provisions as a drop in to access advice and support but may not want to register with the service
- Young people who engage with youth workers during detached and outreach work on the streets,
- Young people who benefit from sessions provided by youth workers in schools, colleges and other youth support services .

The number of registered young people engaged during 2019/20 represents 17% of the youth population (those aged 10-25 years), an increase on the previous year. The result compares favourably to the Wales average recorded for 2018/19, where LA Youth Services engaged with an average of 15% of the youth population. Within our region, in 2018/19, Newport engaged 7%, Torfaen 10%, Blaenau Gwent 17% and Monmouthshire 26%. There are currently no figures available for 2019/20.

The decrease in the percentage of the population registered since 2013 could be due to a number of factors including :

- A loss of projects that had the capacity for large number of young people such as Communities first funded Hub Project.
- The changing nature of grant funded projects which has seen a shift to more targeted interventions with young people with more complex needs, as opposed to issued based work with large groups.

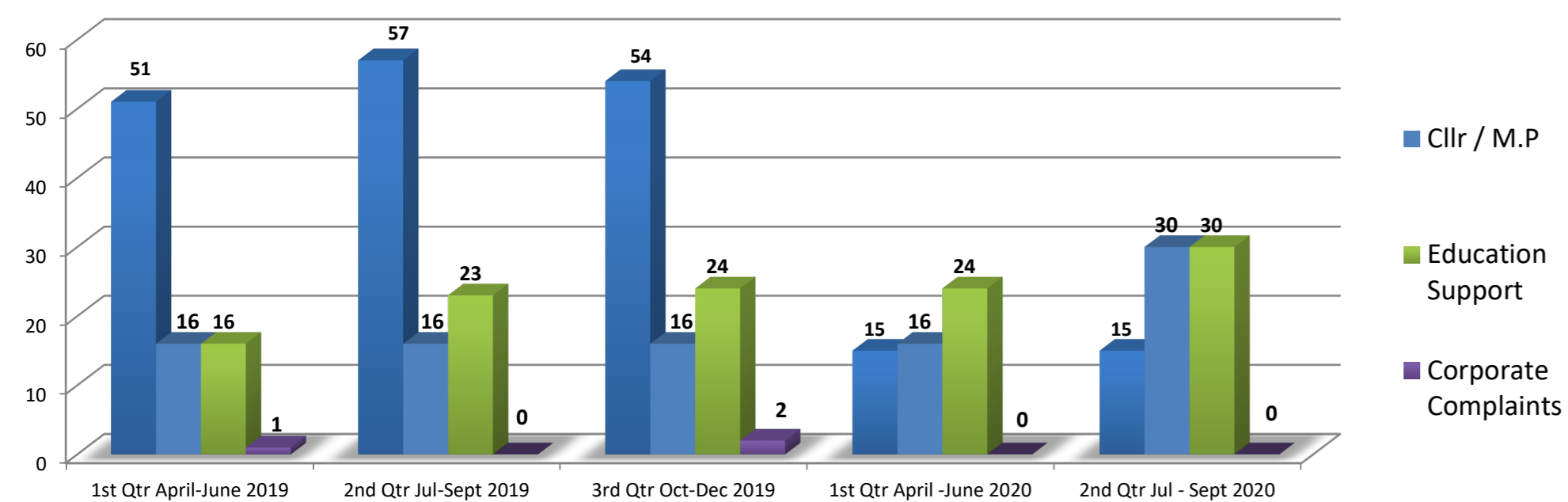
## Employment Performance

This period covers the Covid 19 – lockdown and during this time we were only able to provide support to our participants via email and telephone calls. It must be noted that many of these participants have been unemployed for a considerable period and need intensive support to gain qualifications and employment. However, despite limited It access and initial difficult using emails and the internet 30 participants gained QCF employability related qualifications and 9 participants gained employment during this period.





**COMPLAINTS RECEIVED**



**Notes:**

Please note that 'Schools' figure only capture complaints that have come through to the L.A. Schools have their own complaints policy/process that must be dealt with by the school. However the L.A may give advice and guidance on these complaints but direct them back to the school for response, some complaints go straight to the school and the L.A will not record these. These numbers only reflect the complaints we are aware of.

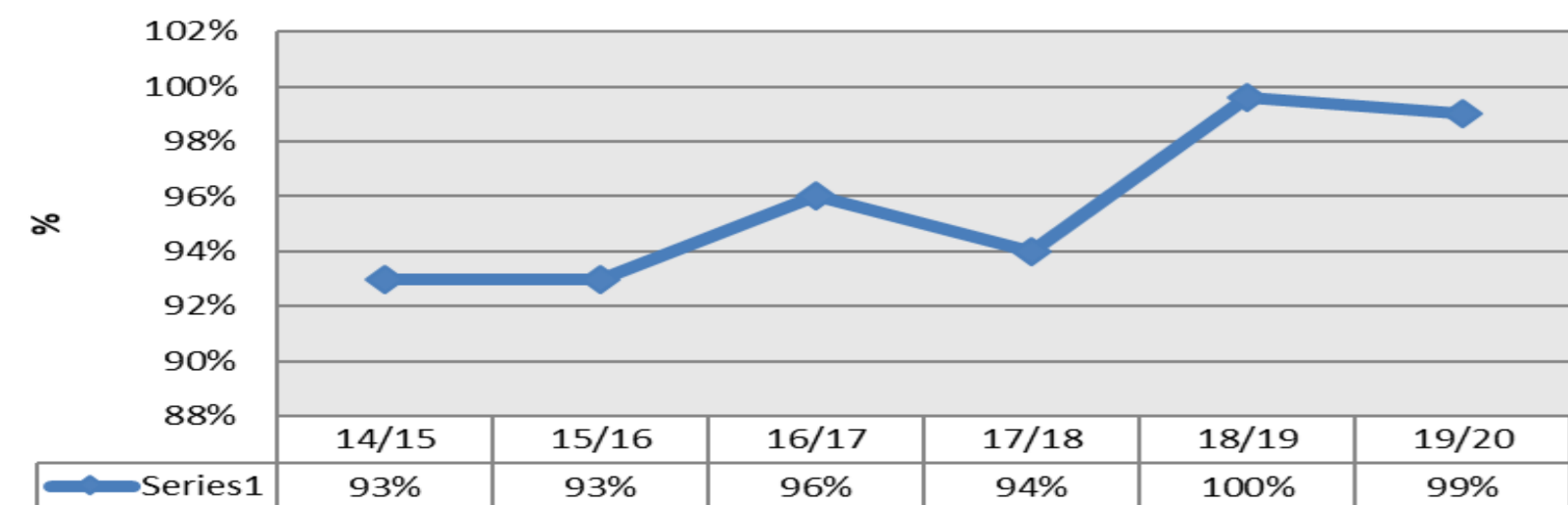
**Complaints April - Sept 2020**

This period relates from the start of lockdown and COVID-19. These issues have dominated complaints and queries. Within the first couple of weeks of lockdown, we received a lot of queries and a high call volume relating to Hub placements for key workers. These were not logged as complaints but dealt with by the department.

COVID-19 is the common theme for these 2 quarters and will probably continue for some time to come, dealing with the concerns and anxieties of parents during the lockdown period, dealing with hub queries, planning the return to school and the actual return. We also received 3 compliments this quarter.

If there are any pressing issues or contentious complaints that arise throughout the year, management are kept informed and involved in the plan of action moving forward. Our schools have expressed uncertainty in how to handle complaints so were putting on a schedule of training for Head Teachers and Governors including managing conflict. The training will be in partnership with our internal complaints team, EAS and Legal Services

**% of Young People satisfied with quality of service received**



**Satisfaction**

A total of 1549 young people completed the survey, representing 28% of all registered young people. This is an excellent result, with many surveys conducted post lockdown to ensure the data was collected for the year.

99% of young people reported that they were very happy and happy with the service, exceeding the target of 80%.

In addition to this result, many very positive evaluative comments are received regularly, thanking youth workers for the support provided and for the experiences and learning they have gained through the youth service.

**Estyn Inspections \***

Primary Schools (26)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	12%	12%	12%	15%	15%
Good	73%	73%	69%	73%	62%
Adequate	15%	15%	19%	8%	12%
Unsatisfactory	0%	0%	0%	4%	12%

Secondary & Special Schools (6)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	17%	17%	17%	17%	17%
Good	33%	50%	50%	50%	33%
Adequate	50%	33%	33%	33%	50%
Unsatisfactory	0%	0%	0%	0%	0%

All Schools (32)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	13%	13%	13%	16%	16%
Good	66%	69%	66%	69%	56%
Adequate	22%	19%	22%	13%	19%
Unsatisfactory	0%	0%	0%	3%	9%

**Library Service 2019-2020 Core Performance comparisons to 2018-2019**

Library Service Performance Area	2019-2020	2018-2019	Commentary	RAG Status
The percentage of adults who think the Borough Library Service is 'very good' or 'good' overall	98%	99%	Based on most recent Adult PLUS survey 2019 compared to 2017.	1% decline but still an excellent score
Average child satisfaction score with their local library out of 10	9.40%	9.40%	Based on July 2018 Children's PLUS survey across all service points.	Maintaining excellent and positive score
Percentage of adults who think that the customer care they received from their local library is 'very good' or 'good'	99%	99%	Based on most recent Adult PLUS survey 2019 compared to 2017.	Maintaining excellent and positive score
Total number of visits to library premises for the year 2019-2020	650,881	651,926	Due to the COVID-19 pandemic, all library buildings in the Caerphilly borough were instructed to close their doors to the public on: <b>Friday 20<sup>th</sup> March 2020</b> therefore an annual visitor count normally taken between 01/04/19-31/03/20 was not fully executed.	Despite the closure of library doors the visits to library premises remains consistent with the previous year and certainly will have exceeded last year's total if libraries had not closed.
Total number of active borrowers during the year	37,120	37,849	Due to the COVID-19 pandemic, all library buildings in the Caerphilly borough were instructed to close their doors to the public on: <b>Friday 20<sup>th</sup> March 2020</b> Due to the move to the All-Wales Library Management System, Caerphilly Library Service had no access to its existing Library Management System (Infor's: Vubis Smart) due to key integration work: From the <b>16th March 2020</b> , library services staff and the general public had no access at all to a Library Management System therefore new customers could not be registered.	Despite the closure of library doors and the unavailability of a Library Management system, the number of active borrowers remains consistent with the previous year and certainly may have exceeded last year's total
Total loans for the year (adult and child)	452,211	563,175	Significant decline in children and adult loans, predominantly children's issues caused by a number of factors.	19.4% decrease
Total loans for the year (adult and child) electronic downloads	49,275	32,092	Rise in customer loans of the eDigital services we provide: eBooks, eAudiobooks, eComics and eMagazines. Library service investment to these services continues.	34.8% increase
Number of Welsh Government Core Entitlements achieved in full	12 in full (projected estimate)	12 in full	Estimates based on evidence submitted as part of local authority standards return	Top quartile for Wales attainment possible
Number of Welsh Government measurable Quality Indicators achieved in full or part	7 in full 1 in part 1 fail to meet 1 with no	8 in full 2 in part	Estimates based on evidence submitted as part of local authority standards return. 1 standard does not need to be reported on, had we been asked to report on this we would have fully met.	Reduction from last year's return. Possibility we may remain in top quartile for Wales.

**What is our External / Customer Intelligence telling us?**

\* The data in the table above represents an overview of Estyn inspections from September 2017 to March 2020. This is from the introduction of a revised framework for Estyn inspections to the period where all activity was suspended due to the coronavirus outbreak. Estyn's guidance on self-evaluation for local authority inspections states that judgements will be based on evidence from inspections over a three year period. Therefore, evaluations have to take all inspections during this timeframe into account. Estyn inspections have been suspended until September 2021.

In terms of Library's the number of visits to our library are reducing and this is a trend across Wales. Our School Engagement Strategy aims to reverse this by bringing younger children and growing the age profile of visitors.

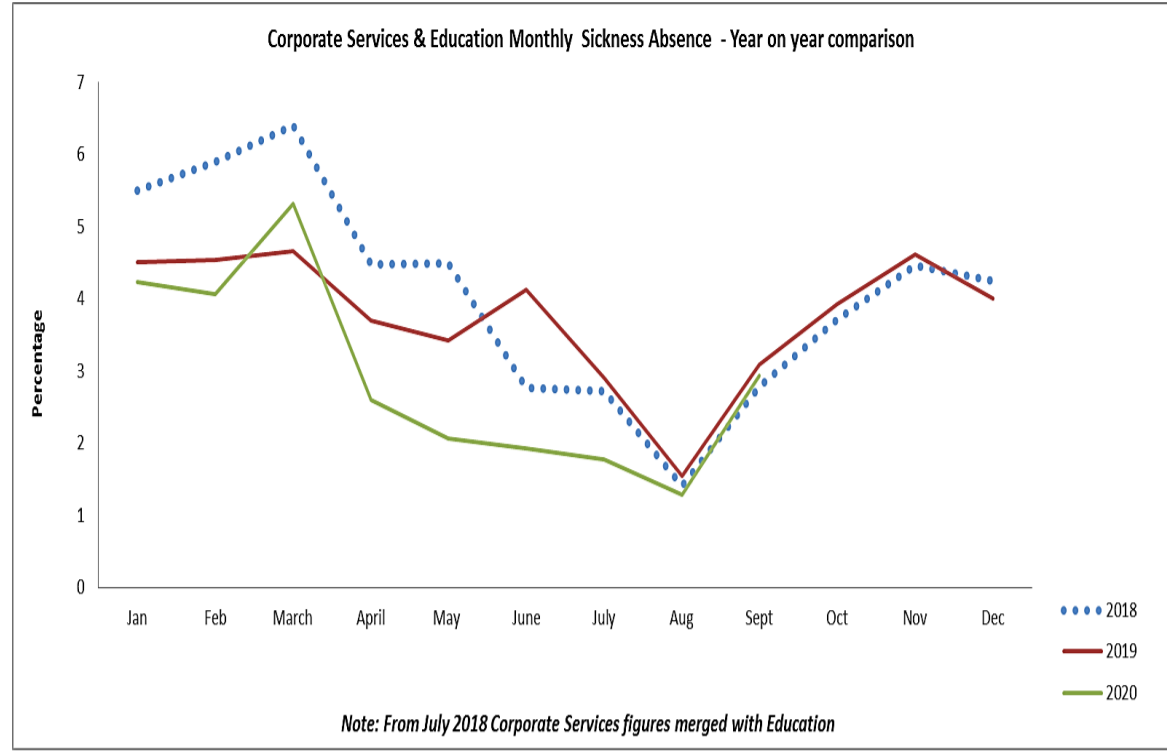
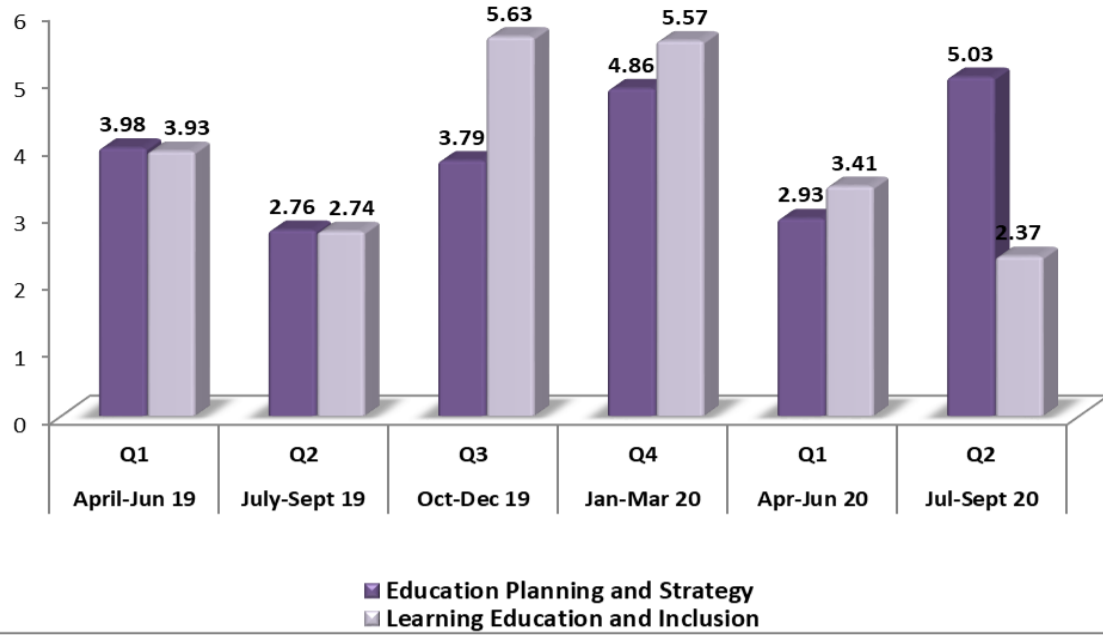
The Library Standards for 19/20 are shown to the left, however it should be noted these standards have not yet been verified. We have not yet been given a verification date and if verification changes the outcome we will update this in quarter 3.



# Resources - People



## Education Quarterly Sickness Absence



	Education			
	Quarter 1		Quarter 2	
	Education	Schools	Education	Schools
Voluntary Leavers	3	25	11	71
Other Leavers	1	12	1	50
<b>Total Leavers</b>	<b>4</b>	<b>37</b>	<b>12</b>	<b>121</b>
New Starters	3	16	10	84
Number of Teacher Assistant Agency Staff	234	N/A	181	N/A
<b>Headcount</b>	<b>626</b>	<b>3338 = FTE 2504.78</b>	<b>623 = FTE 411.05</b>	<b>3311 = FTE 2480.56</b>
55 and over	163	607	165	597
% of headcount	26.03%	18.18%	26.48%	18.03%

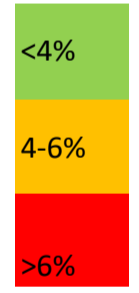
\*\* Data not available as Agency staff are employed directly by schools

Q1 Monthly Breakdown	Apr-20			May-20			Jun-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.14	4.97	5.12	0.04	4.59	4.62	0.35	4.37	4.72
Early Years	1.13	1.61	2.74	1.65	2.23	3.88	0.00	2.25	2.25
Youth Services	0.00	0.26	0.26	0.40	0.22	0.62	1.65	1.88	3.53
School Improvement	0.00	2.65	2.65	0.00	2.77	2.77	0.00	2.01	2.01
<b>Learning Education and Inclusion Total</b>	<b>0.38</b>	<b>2.82</b>	<b>3.20</b>	<b>0.56</b>	<b>2.86</b>	<b>3.42</b>	<b>0.46</b>	<b>3.00</b>	<b>3.46</b>
Library Service	0.00	2.30	2.30	0.00	1.53	1.53	1.73	1.53	3.25
Adult Education	1.35	3.58	4.92	0.00	3.51	3.51	0.00	3.36	3.36
ESF Project Team	0.00	2.76	2.76	0.00	2.02	2.02	0.00	0.00	0.00
Admissions and Exclusions	0	8.09	8.09	0.00	0	0.00	0.00	0.00	0.00
Admin, Data and Information	0	0	0	0	7.79	7.79	0.00	16.06	16.06
<b>Education Planning &amp; Strategy Total</b>	<b>0.23</b>	<b>2.83</b>	<b>3.06</b>	<b>0.00</b>	<b>2.27</b>	<b>2.27</b>	<b>0.82</b>	<b>2.36</b>	<b>3.17</b>

Q2 Monthly Breakdown	Jul-20			Aug-20			Sep-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.28	1.97	2.25	0.00	1.36	1.36	0.96	1.53	2.49
Early Years	1.48	1.16	2.64	0.80	0.92	1.73	1.01	1.46	2.48
Youth Services	2.27	2.26	4.97	0.51	2.06	2.57	2.60	1.95	4.55
School Improvement	0.00	1.21	1.21	0.00	0.00	0.00	0.00	1.81	1.81
<b>Learning Education and Inclusion Total</b>	<b>1.05</b>	<b>1.70</b>	<b>2.75</b>	<b>0.33</b>	<b>1.20</b>	<b>1.53</b>	<b>1.61</b>	<b>1.62</b>	<b>2.78</b>
Library Service	2.55	3.97	6.52	0.29	6.17	6.46	0.98	6.06	7.04
Adult Education	0.00	3.16	3.16	0.00	2.33	2.33	0.00	0	0.00
ESF Project Team	0.00	0.00	0.00	0.00	0.00	0.00	2.32	0.00	2.32
Admissions and Exclusions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16.94	16.94
Admin, Data and Information	0.00	15.41	15.41	0.00	15.36	15.36	0.00	16.52	16.52
<b>Education Planning &amp; Strategy Total</b>	<b>1.22</b>	<b>3.44</b>	<b>4.65</b>	<b>0.14</b>	<b>4.39</b>	<b>4.51</b>	<b>0.98</b>	<b>4.94</b>	<b>5.92</b>

% Sickness Absence	Quarter 1			Quarter 2		
	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Primary Schools	0.12	1.58	1.70	0.73	0.98	1.70
Secondary Schools	0.19	1.06	1.25	0.61	0.71	1.33
Other 1	0.00	0.62	0.62	0.70	0.38	1.08
Other 2	0.59	3.24	3.83	0.47	1.16	1.63
<b>Schools Total</b>	<b>0.16</b>	<b>1.45</b>	<b>1.61</b>			

Key: Corporate Standard



The calculation in the iTrent sickness report for schools is not working. HR are aware of this and are working to resolve the problem.

## Workforce information

% Sickness Absence- The names of the school setting/setting type have been removed in above figure to ensure the figures relating to a specific setting are not revealed.

**Resources-Finances / Assets - reported to Education Scrutiny November 2020**

Summary	Original Estimate 2020	Revised Estimate 2020	Estimated Outturn 2020	Variance Under (over)
Schools Related	118,513	118,513	118,494	19
Education	16,591	16,591	16,712	(121)
Lifelong Learning	3,799	3,799	3,795	4
Total Service Expenditure	138,903	138,903	139001	(98)

**Assets**

The Council has 86 schools and 1 Pupil Referral Unit, 18 public libraries and 6 Community Education Venues (used predominantly by Youth and Adult Services)

Condition surveys undertaken for all schools support the Directorate when prioritising works to be carried out from a limited Capital budget, £1.4 million (this excludes Welsh Government capital grant funding). The surveys show backlog maintenance for P1, P2 & P3 tasks of circa £30m.

Fire Risk Assessment remedial works continues to be a challenge with £500K of the capital programme and £500K of the maintenance grant already allocated, and being closely monitored. Spend to date is circa £300k.

**What is our People Resource and Asset Resource Information telling us?**

In summary, based on actual income & expenditure details to the end of August 2020, together with data used to forecast for future months, the projected revenue overspend position for Education & Lifelong Learning is £98k. This variance is supported by an underspend position for Education and Corporate Services. Overall the current projection is an underspend for Education and Corporate Services of £211k.

In terms of Assets and Welsh Government Capital Grant Funding :

The Athletics track (£0.755m) - (located at Rhiw Syr Daffydd Primary) is almost complete, weather conditions mean that the top surface cannot be laid until the spring when we would anticipate a spell of good weather.

The 4 Welsh Medium grant schemes (£5.4m) and 14 Childcare schemes (£5.8m) are progressing well. The Welsh Medium schemes are joint funded with the Childcare schemes.

In addition to the £2.4m allocated in a previous year, an additional capital maintenance grant of £2.5m has been funded by Welsh Government for 2020/21. We are currently in the process of confirming schemes based on prioritisation within the condition surveys. To date circa £900k has been spent on projects. This funding is being used to target high priority areas, with a focus on roofs and boilers.

Band A 21st Century Funding - Work is continuing on the final Band A scheme at Trinity Fields (£1.3m), spend to date is circa £550k.

Delays have been experienced in areas of the capital programme this year due to restrictions linked to the current pandemic.

# Risk Register 2020-21

Year end

Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date SEPT (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q2	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
<b>Corporate Risk Register</b>										
CMT16	School Attainment	<p>1. National lockdown may have resulted in significant gaps in pupils' learning. The extent to this challenge is dependent on a range of issues including:</p> <ul style="list-style-type: none"> <li>- the effectiveness of remote learning strategies;</li> <li>- pupils' access to digital technology from home;</li> <li>- capacity for support from home.</li> </ul> <p>It is currently too early to fully assess the impact of the pandemic period on standards and progress of learners .</p> <p>2. The start of the new term was also characterised by a higher than expected number of pupils being required to self-isolate as a result of the rise in infections. Again, this may have impacted on pupils' learning.</p> <p>3. A range of professional learning opportunities have been developed to support the implementation of remote learning. However, this initiative is still at an early developmental stage.</p>	<p>1. Utilisation of grant funding to identify gaps in pupils' learning and implement appropriate interventions/strategies.</p> <p>Utilisation of the educational welfare, inclusion and Youth services to support pupils with issues relating to wellbeing. The Edtech programme has been repurposed to provide digital resources to disadvantaged learners.</p> <p>2. Daily data collection identifies the number of pupils who are ill due to covid-19, symptomatic or required to self-isolate. This data is shared with a range of partners including the school improvement service.</p> <p>3. The LA monitors schools' engagement with professional learning activities. Monthly LAQA meetings with EAS are used to update on professional learning.</p>	<p>It is impossible to identify the impact of mitigating factors on standards, progress and provision. An evaluation of the effectiveness of remote learning strategies is currently being undertaken. Attainment levels have improved but are still broadly below the Welsh average. Although there have been recent improvements, a gap remains between the attainment of Free School Meals pupils and Non-Free School Meals pupils.</p> <p>Higher than expected rates of exclusion will impact on pupil attainment and improved attendance rates have not been sustained over time.</p>	High	High		High	Yes, this limits contribution to 'Prosperous and More Equal Wales'. Standards of attainment and gaps in inequality can result in a low skilled, low paid workforce, and higher levels of unemployment leading to poverty. Over the long-term (25 years) in the life of a young child to adult the potential outcome of the attainment gap makes this a high risk. This is a long term risk	High
CMT42 NEW	Exit from the EU (Brexit)	<p>The decision to leave the EU and the looming deadline to secure an exit deal has created considerable uncertainty.</p> <p>Moving forward it is difficult to determine what impact the exit from the EU will have in the medium to longer-term for Caerphilly CBC and our communities. However, in the short-term possible negative impacts from a no deal scenario include the potential for workforce supply shortages in some areas and the possibility of some disruption to the supply of goods and services.</p>	<p>The Directorate is participating in the Corporate Brexit Working Group and undertaking service specific analysis in preparation for the various Brexit scenarios.</p>	<p>The Withdrawal Agreement has been approved by Parliament and is now working its way through the House of Lords. The UK will leave the EU on the 31st January 2020 and there will then be an eleven month transition period to discuss the finer details of the deal and the future working relationship with the EU. Until this process is completed the internal Brexit Working Group will continue to meet to keep the position under review.</p>	Medium			High	Potential impacts are not yet fully understood but they are likely to be felt over the short, medium and longer-term.	Medium
<b>Education Directorate Risk Register</b>										
ELL001	MTFP	<p>Failure to identify and consult and progress savings proposals necessary to contribute towards Authority MTFP savings. 1. Workforce Planning: less staff to deliver services. 2. Failure to maintain and/or improve service delivery 3. Managing staff morale in light of cuts 4. Failure to take early decisions on which services should be cut could lead to poor planning</p>	<p>There are currently no significant issues with regards to achieving the MTFP savings proposals identified for 20-21, so we have revised 20-21 to a medium rating for Oct20. The only issue may be around the impact of additional cost pressures linked to covid that won't all be funded by WG. That position isn't completely clear and won't be for a while yet and this may alter the rating later on.</p>	<p>Education &amp; Lifelong Learning MTFP savings proposals for 2020/21 were presented to Education for Life Scrutiny on 9th December 2019. Also presented was the Authority wide Draft Budget Proposals for 2020/21. The Final Budget Report for 2020/21 was presented to Full Council on 20th February 2020.</p>	High	High	High	Medium	Medium Term	Medium
ELL002	Grant Funding	<p>Directorate Grant Funding is circa £30m. Grant funding gives a degree of uncertainty for future planning purposes; 1. Annual grants may not be renewed posing significant risk to medium and long term financial planning.</p> <p>2. If external audit identify a failure to comply with terms and conditions, then potentially the grant funding body could claw back the grant funding previously awarded and paid which will impact significantly upon the Authority's budget that year.</p>	<p>Liaise closely with Welsh Government and other grant funding bodies to ensure timely information is available to predict any significant changes to grant funding. Ensure that all terms and conditions of the grants are adhered to.</p>	<p>The Directorate has continued to maximise grant funding and continues to highlight ongoing issues with Welsh Government.</p>	High	High	High	High	Long-term	Medium

Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date SEPT (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q2	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
ELL003	Behaviour and Exclusions	As the needs of children become increasingly complex there can be a negative impact upon exclusion rates. It is crucial that these vulnerable children access appropriate and effective provision to maximise outcomes.	The LA is developing new and revising existing strategies and processes to support schools The LA will work with schools to ensure appropriate intervention and provision is in place	Inclusion strategy (and associated documents) is being drafted for consultation with schools and stakeholders Managed Moves protocol in place. Eotas strategy agreed. Provision outside of school in development linked to the Eotas strategy. Good practice is being shared.	High	High	High	High	Long-term	High
ELL004	School Buildings	Determine the current level of backlog maintenance in schools and prioritise works, working in collaboration with Health & Safety and Building Consultancy colleagues.	1. The ambitious 21st Century Schools programme and WG capital grants will significantly reduce backlog maintenance. 2. Condition surveys have now been completed for all schools and show backlog maintenance for P1, P2 & P3 tasks amount to £32 million. 3. Ensure limited capital resources targets highest priority areas.	The Directorate is working closely with Building Consultancy and Health & Safety to ensure the Authority's limited annual school capital maintenance budget and grant funding targets highest priority areas. The 21st Century School proposals are closely monitored by the School Strategy Board ensuring progress is on target. Following Grenfell there has been a greater focus on the type of build and adequate compartmentalisation in all fire risk assessments. Significant monies have been allocated to address this area. Prioritisation of spend will be determined by condition surveys.	High	High	High	High	<b>A healthier Wales</b> , supporting vulnerable learners can improve their well-being and add educational achievement. <b>A more equal Wales</b> , a society that enables people to fulfil their potential no matter what their background is. <b>A Wales of cohesive communities</b> (in the context of improving quality of life with attractive, viable, safe and well connected communities).	High
ELL005	Vulnerable Learners	Numbers of pupils identified as vulnerable have risen significantly in recent years and schools are increasingly challenged to offer appropriate provision for them. There are examples where pupils cannot be educated in mainstream settings and require specific provision outside the school site so that their needs can be met. 1. No. of pupils requiring EOTAS provision is increasing. 2. The costs of external provision have increased. 3. High quality provision and appropriate destinations for these pupils is limited. 4. Schools need to increase their capacity and collaborative working to ensure the managed moves protocol is implemented effectively. Suitable accommodation for in-house provision needs to be determined.	Regional and local targets for implementation monitored locally an regionally to ensure compliance. Statutory posts in place by January 2021 (LA and schools). Compatible IT systems must be developed to ensure digital processes are in place. Highlight as a budget pressure for future.	Targets for implementation have been revised in light of changes by WG to implementation date. Work ongoing with Welsh Government and locally to ensure minimum requirement for IT systems are in place that will allow development of digital systems. LA appointments are in process.	High	High	High	High	<b>A healthier Wales</b> , supporting vulnerable learners can improve their well-being and add educational achievement. <b>A more equal Wales</b> , a society that enables people to fulfil their potential no matter what their background is.	High
NEW	ALN Act	The ALN Act will take effect from September 2021. this will mean major change for all stakeholders. The LA needs to ensure readiness to implement successfully.	1. Develop LA provision. 2. Increase capacity in schools by supporting with a range of interventions to improve wellbeing. 3. Embed the revised managed move process. 4. Embed collaborative working between schools.	Plan for ALN ongoing	Medium	Medium	Medium	Medium	<b>A healthier Wales</b> , supporting vulnerable learners can improve their well-being and add educational achievement. <b>A more equal Wales</b> , a society that enables people to fulfil their	High
NEW	HwB Programme	Risk – loss of funding if we do not complete full assessments of all school and develop sustainability plan for future investment by 31st October 2019. Loss of 2.9 million to CCBC schools. Opportunities to re-establish a fit for purpose ICT infrastructure to schools within the borough	Third party support contracted with Red Cortex to support procurement and digital team	Project being managed in line with prince2 methodology. Currently on target to meet WG requirements, however due to Covid access to schools and delay on equipment are issues, hence this risk maintains a high level.	High	High	High	High	Yes, lack of investment in our schools red	High



Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date SEPT (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q2	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
NEW	NEETS	Risk – NEET's is young people who are not in education, employment or training. This data started being recorded in 2012 when the rate was 5.8%. Considerable hard work went into helping young people which reduced the figure to as low as 1.9% in 16/17. Currently NEETs averages around 2% equating to around 40 young people. However during the course of this year the Authority's NEETs target for the 2019/20 cohort of year 11 pupils is likely to be adversely affected as the Virus lockdown has restricted the breadth of contact opportunities usually available to the Youth Service, compounded by the closure of Schools, in the Summer term of 2020. This has resulted in elevated numbers of vulnerable young people without confirmed post-school destinations, particularly those already less engaged with schools for various reasons and this may result in a decline in the NEETS figure.	The data is published in Oct to Nov 2020 which will tell us how severe the decline may be.	New Risk	New	New	New	High	This is a high risk for future generations as starting adult life with no or limited skills, qualifications or life opportunities will affect individual quality of life and the long term quality within communities	High

## Progress towards our Well-being Objectives 2019/20



### Outcomes in the Corporate Plan for objective 1. Improve Education opportunities for all.

1. Aim to reduce the impact of Poverty in the early years (connects to priority 3)
2. Raise standards of attainment (connects to priority 1,2,3 &5)
3. Reduce the impact of poverty on attainment for both vocational and non vocational qualifications to provide equality of opportunity (connects to priority 3&5)
- 4 Help those who are not able to follow a traditional attainment path (connects to priority 5,6 &7)
5. Support learning that enables young and adult employment opportunities including a focus on future skills (this also connects to WBO 2 Enabling Employment - in Communities DPA ) and priority 1.
6. Improve Digital Skills for all ages
7. Improve the learning Environment (connects to priority 4)
8. Safeguard all children and young people in order to create a climate for learning particularly those most vulnerable

### 1. Improve education for all

2018/19 progress update



GWELLA... CYFLAWN!... YSBRYDOLI  
IMPROVING... ACHIEVING... INSPIRING



### Progress

#### What is going well

See tab - summary and priorities

#### Is there anything that is not going well? (what are we learning)

See tab - summary and priorities

#### What impact are we having?

See tab - summary and priorities

### Financial Year Reporting

KEY PERFORMANCE TRACKING MEASURES	Outcome	Apr 17 to Mar 18	Apr 18 to Mar 19	18/19 Target	RAG against target	Improvement on last year
Increase number of eligible working parents accessing the childcare Offer funded places	1	467	1486	800	686	1019
Number of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 4	1683	2191	n/a	n/a	508
% of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 5	87	92	n/a	n/a	5

### Academic year reporting %

		2016/17		2017/18		2018/19	
		LA	Wales	LA	Wales	LA	Wales
<b>KS4</b>	Capped 9 Points Score (interim)					337.6	354.4
	WBacc Skills Challenge Certificate indicator – Points Score	24.5	28.6	33.7	36.5	36.4	36.4
	Literacy Indicator - Points Score	37.5	39.1	37.1	39.4	37.3	39.0
	Numeracy Indicator - Points Score	36.4	37.9	36.3	38.3	36.3	37.2
	Science Indicator - Points Score	38.0	39.0	34.8	36.8	35.1	36.8
	No qualifications	1.2	1.1	0.9	1.0	1.9	1.2
<b>KS4 - legacy measures</b>	L2 inc E/W & M (exc. literature)	49.9	54.6	46.9	55.1	47.0	49.9
	L2 inc E/W & M (inc. literature)					50.6	53.8
	L1	94.0	94.4	92.1	93.7	90.9	92.8
	5+ A*-A or equivalent	13.5	16.8	12.1	18.0	15.2	18.0

# Conclusions



## Highlights - what is going well

- No school has closed to COVID despite incredibly challenging circumstances. The commitment to providing an education and keeping schools open has been incredible
- Front line delivery and support services have worked together incredibly well and have demonstrated the benefits of doing whatever is necessary in support of the service
- The levels of FSM take up across the Community has risen by 20% and the work undertaken to increase equality through cashless catering should maintain the levels
- Distance and blended learning practice has developed significantly and some of Caerphilly's schools are now leading the way
- The Council was able to support front line NHS staff and key workers through the provision of childcare hubs throughout lockdown
- Estyn commentary on the leadership and approaches shown by Caerphilly towards its schools throughout the response has been very encouraging
- The introduction of new technology through EdTech, public WiFi across schools and tools such as Microsoft Teams has enabled teaching and learning to be delivered despite learners not always being able to attend class
- Collaborative working across Council directorates and external agencies has shown what can be delivered in spite of adversity
- The response from staff and residents to the buddy scheme was positive and staff involved gained a real sense of purpose, demonstrating a high level of goodwill towards the support the council offered. Cabinet Members have agreed to support a 'corporate volunteering scheme' to enable staff who have built up friendships with the vulnerable people they have supported over a number of months, to continue, helping to promote independence, resilience and preventing isolation and loneliness.

## What have we learnt, what needs improving and why?

- It will be important that those schools who are not as advanced in their approaches to blended and distance learning have the opportunity to learn from others and can catch up quickly
- It doesn't matter how good the guidance is, situations such as this require good judgement and a balanced approach to decision-making
- Role clarity and regular communication is key to keeping the team together which in turn is key to effective delivery.

Completed Priority Actions From Last Quarter	By Whom	By When	Update
Reduce projected EOTAS Spend and develop a new approach to managing our most vulnerable learners	KC	Dec-19	Complete - EOTAS Strategy agreed @Cabinet 30/07/2020
Consultation process undertaken between 14/09/20 and 26/10/20 in respect of two 21st Century schools Band B proposals, expansion of Trinity Fields and a new build school for YGG Cwm Gwyddon on the former Cwmcarn High site.			

Feedback / Recognition / Actions from Corporate Management Team	By Whom	By When	Update

Priority Actions for next Quarter (What support is needed from Corporate Management Team)	By Whom	By When	Update

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